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ABSTRACT

The summer program for junior high and intermediate school pupils in 1969, supported by the State Urban Education Aid Program in New York, offered a six-week remediation and enrichment program for public and non-public school pupils. The program included an Academy in the Creative Arts, an Institute in Mathematics and Science, a school for the Humanities, and 11 summer junior high schools that offered remediation and enrichment as well as repetition of previously failed courses for pupils. The implementation of these objectives was facilitated by 11 junior high and intermediate schools offering a basic program: two in Manhattan, three in the Bronx, and six in Brooklyn; and by three specialized schools in Manhattan. Each of the 11 schools was to service approximately 300 to 1,000 students per school and was required to provide instruction for pupils who were retarded in reading and mathematics; provide intensive, small group instruction for pupils who had failed in one or more academic subjects during the school year; provide enrichment through non-credit, non-academic courses in industrial arts, music, typewriting, and library services; provide enrichment in literature through non-credit instruction for pupils reading on or above grade level; and to teach English as a Second Language to foreign-born and non-English speaking children. (Author/JM)

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SUMMER PROGRAM FOR JUNIOR HIGH SCHOOL AND INTERMEDIATE SCHOOL PUPILS

by David J. Fox, Karen Birnbaum, Lucy Greenberg, and Sylvia Buchholz

with reports on special programs by Frederick Binder, Anne Peskin, and Virginia Red

November 1969

Evaluation of State Urban Education Programs in New York City

Summer 1969

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The Center for Urban Education
105 Madison Avenue, New York, N. Y. 10016

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Center for Urban Education
Educational Research Committee
State Urban Education Program Evaluation

SPEED PROGRAM FOR JUNIOR HIGH SCHOOL AND INTERMEDIATE SCHOOL PUPILS

David J. Fox, Karen Hirshman,
Lucy Greenberg, and Sylvia Buchholz

with reports on special programs by
Frederick Binder (Humanities)
Anne Frankin (Science and Mathematics)
Virginia Red (Creative Arts)

Evaluation of a New York City school district educational project funded under the New York State Urban Education Program (Chapter 686, Section 3, Subdivision 17, Laws of 1966, New York State Legislature), performed under contract with the Board of Education of the City of New York.

November 1969

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This evaluation of the [illegible] Summer Junior High and Intermediate School Programs received the complete cooperation of Dr. Daniel [illegible], Assistant Superintendent of the Junior High School Division, and Dr. Bernard Fox, director of the summer programs. Their interest in, and willingness to expedite, and most important, to utilize evaluation, makes working with them a rewarding experience.

Karen Kirkhaus coordinated the evaluation of the basic programs and produced the initial draft of that section of this report; Lucy Jovenitti assisted by Cynthia Buttonilli handled the administrative responsibilities for the three special programs and prepared the drafts of the procedural and descriptive chapters on these programs. Virginia Bell, Frederick Risher and Anne Brizzi took the full responsibility for the three separate psychological evaluations.

That this report was completed six weeks after the programs ended is a "rare" piece of data testifying to the dedication of this staff and we are grateful.

David J. Fox
Evaluation Chairman

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schools were in Brooklyn, one in the Bronx, and one in Manhattan. In all, the four sample schools accounted for 28 percent of the total enrollment in the 11 schools in the population. All four offered the general curriculum comprised of credit courses for those who had to retake courses they had failed; non-credit corrective courses in reading and mathematics; and non-credit academic, cultural, and vocational enrichment courses. In addition, three of the sample schools also offered non-credit courses in English as a Second Language and pre-algebra.

b. Classes

The selection of classes that were observed in the sample schools were chosen on the basis of subject area, instructional approach (team teaching), the desire to observe many different subject areas while not observing a teacher many times, and grades. Initially 58 classes were selected from the following subject areas: Corrective Math, Mathematics, Pre-Algebra, Social Studies, Science, Spanish, French, Typing, Industrial Arts, and English as a Second Language. Of these, 55 classes were observed. Three foreign language classes in French and Spanish originally selected were not observed due to the unavailability of qualified observers in these subject areas.

c. The Pupils

The total number of pupils selected for interviews was 150 with an alternate list of approximately 40 pupils. In an attempt to obtain a wide range of pupil ability, the selection of pupils to be interviewed was based on the pretest scores of the Metropolitan Achievement Test with the sample including children who scored above grade level, on grade level, and below grade level. Of the 190, only 62 pupils were interviewed because the other 128 were either absent, discharged, or in another class due to a program change. An additional 48 pupils were selected randomly by the interviewers while they were at the schools.

3. Instruments Used

Questionnaires, interviews, observation reports, and achievement tests were used as the major sources of data. Questionnaires were sent to teachers, educational assistants, librarians, guidance counselors, teachers-in-charge (principals), and general assistants (assistant principals) in all of the 11 summer junior high and intermediate schools. In addition, interviews were conducted with teachers-in-charge and general assistants at all of the schools, and with pupils in the sample schools. The Metropolitan Reading Achievement Test--Intermediate Form CM was administered to the pupils enrolled in corrective reading classes during the first week of the program by teachers in their own schools.

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During the last week of the program pupils in four classes in each of the sample schools were randomly selected to be given the Metropolitan Achievement Test--Intermediate Form BM by members of the evaluation team. Data on scores of the Metropolitan Arithmetic Achievement Test--Intermediate Form AM and BM--were collected from the coordinator of the program.

In all, nine different questionnaires and interviews were used to elicit responses from observers, professional staff members, educational assistants and pupils.

a. Individual Lesson Observation Report

This instrument was designed to elicit ratings concerning the appropriateness of teaching method to the range of pupil ability, overall pupil response and behavior, physical structure and atmosphere of the classroom, and the overall effectiveness of the lesson. The instrument was used in the 51 classes in the four sample schools which were observed in areas other than English as a Second Language.

b. Individual Lesson Observation Report Non-English Component

This was an evaluative questionnaire designed to delineate the composition and organization of the English as a Second Language classes as well as to estimate the effectiveness of the lessons. Four of these classes, in three of the sample schools, were observed. The fourth school did not have an English as a Second Language program.

c. Principal Questionnaire

Each principal and assistant principal in all of the junior high schools was provided with this questionnaire which was constructed to elicit information pertaining to their background, the principal's perception of the adequacy of other staff members, the availability and adequacy of materials and supplies, and the general effectiveness of the program. Of the 11 questionnaires sent to principals, ten were returned and of the 11 sent to the assistant principals, ten questionnaires were returned.

d. Teacher Questionnaire

The teacher questionnaire was designed to obtain responses regarding the teacher's background, his estimate of the program's success, the adequacy and availability of materials and supplies, and recommendations for future programs. Two forms were constructed in order to reduce

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the number of questions asked in an attempt to insure greater return. One hundred twenty-five Form A questionnaires and 150 Form B questionnaires were sent out. Of these, 29 Form A and 33 Form B questionnaires were returned by regular teachers, a return rate of 23 percent. Due to the low return rate the data are, at best, suggestive.

e. Guidance Counselor Questionnaire

This questionnaire was designed to elicit information pertaining to the guidance program at each of the schools. It was concerned with estimating the extent of services available to pupils and parents as well as obtaining recommendations for future guidance programs. Of the 11 questionnaires sent out, eight questionnaires were returned.

f. Librarian Questionnaire

The purpose of this questionnaire was to obtain information regarding the role and functions of the librarians, the adequacy of facilities available, the extent to which these facilities were utilized, and recommendations for future library programs. Eleven questionnaires were sent out and seven were returned.

g. Educational Assistants Questionnaire

This questionnaire was designed to elicit information regarding the functions of the educational assistants in all of the summer junior high schools. In addition, it sought to obtain data on their personal attitudes and opinions regarding their specific assignments. These questionnaires were administered to groups of educational assistants in each school by members of our evaluation team. In all, 78 educational assistants and nine community aides questionnaires were completed.

h. Principal Interview Guide

This interview guide was constructed to obtain data from principals and assistant principals regarding their function and role in the program, the effectiveness of registration and personnel recruitment procedures, and their recommendations for future programs. Initially all of the 11 principals and all 11 assistant principals were scheduled to be interviewed by members of the evaluation team; however, only nine of the principals were interviewed, due to complications in scheduling. All assistant principals were interviewed.

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i. Pupil Interview Guide

This interview guide was designed to obtain opinions and attitudes of pupils in the summer school program. One hundred ten pupils, from the four sample schools, were interviewed by members of the evaluation staff during the fifth week of the program.

4. Field Staff

a. Observers

The eight observers used for the IIGR and IIGR Non-English Component were actively involved in educational programs and all had extensive contact with urban public school systems, particularly in New York City. Five of the eight observers were faculty members in a school of education in areas such as mathematics and science, English, social studies, corrective reading, and industrial arts; the observer for the English as a Second Language classes was specifically selected because of his training in the field, and two observers were social scientists selected because they combined academic training in their own discipline with professional affiliation with teacher education programs.

b. Interviewers

The interviewers used for principal and assistant principal interviews were mature and experienced members of the evaluation staff who had previous evaluation experience.

The pupil interviews were conducted by a team of interviewers similar in racial, cultural, and socioeconomic background to the majority of the pupils interviewed. All of the interviewers had experience on previous evaluation projects. All attended an orientation session conducted by the evaluation staff which dealt with the nature of the project as well as with the contents of the interview form they were required to use. A separate orientation session was held for those interviewers who were also responsible for administering the posttest of the MAT Form BM in reading.

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CHAPTER II

FINDINGS RELATED TO ADMINISTRATION, TEACHERS, AND SUPPORTIVE SERVICES

These findings are based on data collected through the use of all the instruments in four of the 11 schools and upon data collected through questionnaires and interviews at the seven other schools.

The results and discussion are presented under the following headings: the administration, the instructional staff, guidance counselors, librarians, and educational assistants.

A. THE ADMINISTRATION

1. Background

The administration consisted of 11 teachers-in-charge (principals) and 11 general assistants (assistant principals). Each was given a questionnaire to fill out and an opportunity to speak individually with a member of the evaluation staff. The following information is based on the data gathered from questionnaires administered to ten principals and ten assistant principals, and interviews with nine principals and 11 assistant principals.

Eight of the teachers-in-charge in the summer junior high schools were licensed principals and the others were licensed assistant principals. Nine of the general assistants were licensed assistant principals and the remaining one was not. Most (16 of 20) of the teachers-in-charge and general assistants had participated previously in summer programs of this nature.

2. Views

In general, the teachers-in-charge and general assistants see their function and role as primarily administrative and supervisory. Table II-1 shows the average percent of time teachers-in-charge and general assistants actually devoted to various tasks. In addition, it shows what the administration perceived as the ideal time allotment. While generally satisfied, both principals and assistant principals spent a larger percentage of their time on administrative duties and a smaller percentage on supervision than they would have preferred. Assistant principals also spent less time on staff training than they would have liked.

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TABLE II-1

ACTUAL AND IDEAL PERCENT PERCENT OF TIME [illegible]
SPENT ON SPECIFIC TASKS, PRINCIPALS AND
ASSISTANT PRINCIPALS

Task	Principal		Assistant Principal	
	Actual Percent of Time	Ideal Percent of Time	Actual Percent of Time	Ideal Percent of Time
Administrative	39	30	45	27
Supervision of instruction	32	47	34	40
Curriculum building	12	16	8	12
Staff building	13	15	10	18
Other	4	2	3	3
Total percent	100	100	100	100

In most of the schools, the administration indicated that orientation and training sessions were provided for their staff at either a general session at the Board of Education or in their respective summer schools. Half of the teachers-in-charge and general assistants (52 percent) felt that these sessions were valuable and necessary while the remaining half felt that they were helpful but not really necessary for the instructional and professional staff since they were all experienced. Asked about their staff, the administrators perceived that in all cases the guidance counselor's assistance in the program was at least 'adequate,' if not 'very adequate.' Three-fourths of the teachers-in-charge and general assistants found their literacies to be 'adequate' or 'very adequate.' However, the remaining perceived their literacies as 'not adequate' for this type of program. In general, the administrators were satisfied with the educational assistants. They felt that they were making their major contributions in helping with whole class instruction and individual tutoring.

As data in Chapter III will indicate, in two areas of concern, services provided by the guidance counselor and educational assistants, the administrators felt services offered to pupils were more adequate than did the pupils.

In all of the schools, the administrators reported that information about pupils would be sent to their home or mailed in the form of letters, report card grades, guidance reports, and attendance figures, all data circulated during the summer program.

In half of the schools (50 percent) the administrators indicated that their schools worked in cooperation with other summer programs, such as Recreation Day Camp, Neighborhood Youth Corps, Connection Enterprises, and Bridgeville Program for Youth. Sixty-five percent of the teachers-in-charge and general assistants felt that the local community was involved in the summer program to "some" extent and the remaining 35 percent felt the community was involved only to a "small extent." In almost all cases (95 percent) the administrators stated that special programs and activities had been included to increase the understanding, the cooperation and involvement of the parents. All of the schools had activities such as Open School Day or Parent's Day, one school offered parent workshops, but found the response to be small, and another school sent special summer lectures for parents, as well as for the general community.

Eighty percent of the administrators were satisfied with their year's registration procedure. They felt the extra day established for registration provided more time to devote to administrative detail and the organization of classes. They also felt that the program was adequately publicized among "disadvantaged" children in most of the cases. However, they did recommend that the home schools should be more in touch of locating those pupils who would benefit from the program to attend.

The teachers-in-charge felt that the major strengths of the program were the teaching staff, the general school atmosphere, and the small classes. The general assistants concurred with these feelings. In addition, they believed that the high motivation of the pupils was an important asset to the program. Despite this perception of motivation, both levels of administration believed that the major weaknesses of the program were the attention and poor attendance of the pupils and the length of the class periods, which they felt were too long.

Similarly the aspects of the program that were seen as presenting the greatest problems were the attention of pupils, the attendance of pupils and the availability of pupils' part records. (The specific data from this question appear in Table [illegible], for more of comparison of administrative and teacher response.) Some recommendations for improving these problem areas were to fight absenteeism and poor attendance by incorporating a nominal component into the program (e.g., rewarding participation) and to have greater and more complete communication with the pupils' home schools. Other general recommendations made for the program were to have a refreshment break for pupils, longer small classes in all subject areas, and to have a "bigger and better" publicity campaign prior to the opening of the summer school session.

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it is considered desirable to have pupils attend summer classes to make up subjects or improve in their deficient areas, a program that can compete with the beaches and their friends must be provided.

b. English as a Second Language Classes

In the four English as a Second Language classes the observer reported an average registration of 23.5 with a range of 14 to 31 pupils per class. In general the teachers of these classes used question and answer drills or repetition drill, as their main method of teaching. Three of the four teachers were considered effective in implementing these methods. Most of the time the teachers worked with the group as a whole although the classrooms had moveable tables and chairs making group work possible. In all classes, the work level was considered appropriate for the pupils and the majority of the pupils seemed interested most of the time.

The native language of the 93 children in English as a Second Language classes on register in the three sample schools was generally Chinese (41 percent), Spanish (34 percent), or French (19 percent). Other languages (1 or 2 percent each) represented were Greek, Bulgarian, Serbo-Croatian, and Turkish. Asked to rate the extent to which the children needed this instruction, the observer was able to make this rating for 49 children. Only 16 were rated as "very much" in need with the others considered "somewhat" (28) or "very little" (five) in need. Thus, these ratings raise a question as to whether the pupils recruited for and admitted to this program were in need of the instruction.

In three of the four classes the summer schcol teacher received no information from the pupil's home school with regard to his work in English as a Second Language programs during the regular school year. All four summer school teachers planned to forward information about each pupil to his sending school.

Three of the four teachers observed did not hold a Teacher of English as a Second Language position during the regular school year and were not planning to take the examination for the position. The brief comments which follow on teachers' functioning are based on seeing four teachers, three of whom were not trained or experienced in the field. In general, it appears unfair to evaluate these teachers but it seems equally unfair to have unqualified personnel handling these special classes. Nevertheless, the ratings were typically average or better. The four teachers were rated in three categories, knowledge of methods, knowledge of materials, and knowledge of children's areas of weakness. One out of the four was noted as "poor," with the others rated as "average" or better.

The observers felt that the major strong point of the lessons was that the material was controlled and limited in scope. They also

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believed that the lessons could be improved by providing a more individualized teaching approach to these English as a Second Language pupils.

C. GUIDANCE COUNSELORS

1. Background

Each of the 11 summer junior high schools had a guidance counselor on the staff. The following information is based on the data collected from eight of these guidance counselors. All of the guidance counselors involved in the program were certified in their field and all but one held multiple licenses on either the junior high or secondary level. All of the guidance counselors had at least five years of teaching experience and one-fourth of them had more than 15 years teaching experience. In addition, all of the guidance personnel had at least three years experience in the field and half had between ten and 20 years of experience in counseling.

2. Views

The counselors reported that their major responsibilities for the summer program involved: holding conferences with pupils, either individual or group; holding conferences with parents and teachers; working with registration and program changes; and writing records to be forwarded to pupils' home schools.

The guidance counselors indicated that their services were available to pupils in both the remedial and enrichment courses. They also stated that they believed most of the pupils who should have taken advantage of their services did. The guidance counselors reported seeing an average (arithmetic mean) of 11 boys and ten girls per day, with a range of two to 25 boys and three to 25 girls.[2] The major areas that were discussed with pupils were behavioral, emotional, and social problems. Vocational problems were discussed the least during these counselling sessions.

All the guidance counselors reported that they worked with parents to "some extent," although most of the guidance counselors were not able to make many outside referrals. In addition, the guidance counselors

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[2] As will be discussed in Chapter III, these numbers conflict with pupils' reports of actual services offered by the guidance counselors. A majority of the pupils interviewed were not even aware of the presence of a guidance counselor in their schools and of those who did know, less than 20 percent during the entire summer had spoken with them.

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felt that for the most part they did not have the information that they needed regarding the pupil's past record. They felt that a listing of the students with their outstanding problems would have helped them a great deal, since a six-week program is working under many time handicaps.

All of the guidance counselors were either "very positive" (six) or "positive" (two) about the summer program which they felt afforded the students an opportunity to achieve academically and "feel better about themselves."

D. THE LIBRARIANS

Each of the summer schools had a library program and librarian on staff. Seven of the 11 librarians returned questionnaires to the research team. The following is based on their responses.

1. Background

All of the librarians were licensed in their field on either the junior high school, secondary, or common branches level.

2. Views

The major functions of the summer school librarians were to teach the proper use of the library to pupils, to assist in selection of books for pupils and faculty, and to circulate library materials.

In general the libraries were perceived as "adequately" equipped with books, magazines and reference materials. However, in the schools that are not coeducational during the regular year the types of books available were not considered suitably varied for a coeducational summer program. In addition, some libraries were not equipped with chalkboards or overhead projectors needed for developing lessons. In five of the seven schools in which a librarian responded special purchases had been made for the summer schools of paperback books (as recommended in earlier evaluations of the Summer Junior High School). Ironically, however, in three of these five schools they did not arrive in time. In some cases, some promised materials never arrived at all.

The librarians estimated that an average of 75 percent of the pupils were reached by the library program this year. A majority of them felt that the pupils used the library more during the summer than during the regular school year. This year's librarians appeared much more satisfied with the library program than those in past programs. They felt the major strengths were that whole classes were scheduled

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for library sessions and that they could also work with individuals on pupils' "own" time; and that they were able to coordinate library work with subject area teachers. Their recommendations were to keep the library component in future programs, to try to extend services after school, and to make sure that there are books available to interest pupils of both sexes.

E. EDUCATIONAL ASSISTANTS

According to the Board of Education proposal each summer school was to have ten to 20 educational assistants on its staff. In each of the sample schools an interviewer met with all of the educational assistants available. The following is based on the results of questionnaires completed by 78 educational aides and also by nine community aides who were all assigned to one school. From the responses on the questionnaires it was difficult to make a distinction in terms of role and function of these two groups. It did appear, however, that the community aides were more often assigned clerical work and patrol duty than the educational assistants. The educational assistants seemed to have spent more time in actual assistance to the classroom teacher.

Almost 80 percent (77 percent) of the educational assistants had an orientation session before the program began, as did four of nine community aides. The general feeling about these sessions was that they were good, although some felt they did not help at all.

Almost all of the educational aides (95 percent) had a supervisor at their respective schools, either the assistant principal, a special teacher, or their classroom assignment teacher. All of the community aides were supervised.

The educational aides and community aides had various job responsibilities, including helping in the classroom, tutoring individual children, doing clerical work, patroling halls, and helping with decorations.

The educational aides felt that they were appreciated the most by the teachers and pupils in the school, while the community aides felt they were most appreciated by the principals and the least by the teachers. Both groups felt they were successful in doing the jobs required of them and both groups felt they were helping the pupils more than the teachers in their schools. The community aides seemed to have enjoyed their jobs more than the educational aides. When asked, "How much do you enjoy your job?" every one of the nine community aides responded "completely" or "very much" whereas only 62 percent of the educational aides responded with either of these ratings. The remaining 38 percent reported they enjoyed it "somewhat," "not very much" or "not at all." The educational aides felt they should not be used to do

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clerical work, run errands or patrol halls and wanted to spend more of their time with the pupils. The community aides, on the other hand, desired more clerical work, especially typing assignments.

The educational assistants believed that the pupils could be helped more if there were more aides available to do individual tutoring with them. They also felt there was a need to incorporate cultural and recreational trips into the program to make the summer program more attractive to pupils.

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CHAPTER III

FINDINGS ON PUPIL BACKGROUND, VIEWS, PERFORMANCE AND ATTITUDES

A. BACKGROUND

The typical summer junior high pupil in the sample schools was 13 or 14 years old and was in the seventh or eighth grade prior to the summer session. Fifty-two percent of these pupils were females and approximately 90 percent were black or Puerto Rican. Almost 90 percent of the pupils attended public schools in New York City last year. Six percent attended non-public schools and four percent attended schools outside the New York City area.

Forty-two percent of these pupils had attended summer school prior to this year. The subject taken most often by pupils in previous summers was reading. This was also true of the pupils in this year's program. The majority of the pupils (80 percent) stated they were attending summer school to improve their reading ability. At the same time 75 percent stated they were attending summer school to make up a subject they had failed. Ten percent reported they were also attending summer school to improve their ability in mathematics. Three-fourths of the pupils indicated that they found their reading courses to be the most valuable subject in summer school. The remainder of the pupils found their mathematics courses to be the most valuable to them.

B. VIEWS

When the pupils were asked, "What interests you more, the things you read about and discuss in summer school or the things you read about and discuss in regular school?", 46 percent responded that regular school was more interesting, 36 percent found summer school more interesting, and the remaining 18 percent stated that they found summer and regular school equally interesting. Of the pupils who reported that they found summer school more interesting, half (51 percent) attributed it to the excellence of the teachers. Only 17 percent of the pupils who found regular school more interesting attributed it to this factor. The majority of the pupils who felt that regular school was more interesting stated that it was due to the fact that there was more time in regular school, more diversified subjects, and more materials and supplies available for their use.

Three-fourths of the pupils (75 percent) found that there were more materials and books available to them during their regular school year. Only 12 percent felt that they had access to more materials and books in their summer school, and the remainder felt there was no difference in the materials and books available to them in either their summer or regular school.

Almost all of the pupils (92 percent) found that the books that they read in class were interesting to them. The same percentage of pupils found the books they read outside of class also interesting. More than half of the pupils (61 percent) stated they had taken between one to five books out of their school library over the summer. Six percent claimed they had taken between six and ten books from the library at their school. However, 34 percent reported that they had not taken any books out of their school library.

Half of the pupils (47 percent) found that they received more personal help from their teachers during the summer school program than during the regular school year. This was probably due to the fact that their summer school classes, for the most part, were smaller than their classes in the regular schools. However, the majority of the pupils (53 percent) said that they had not been helped by the educational assistants in their school. Only 13 percent stated they had been helped more or twice during the summer, and 13 percent reported they received help about once a day, while only 7 percent reported they received help from the educational assistants more than once a day. In general, the pupils stated that when they did receive help from the educational assistants it was individualized, i.e., either explaining more than they did or understood or correcting work that they had done. However, for almost all of the pupils (92 percent) it was the teacher whom they believed helped them the most in summer school.

Many of the pupils enrolled in the summer schools (41 percent) stated that they either did not know there was a guidance counselor in their school or that there was no guidance counselor. Of the remaining pupils who were aware of the presence of a guidance counselor, less than 20 percent actually spoke with him during the six-week summer program.

Most of the pupils in the summer junior high schools (75 percent) liked their school. Only 25 percent like it "a little" or "not at all." In general, the pupils felt that their school and classes were conducted just as they wanted them to be. The only changes they felt that could have benefited them and enhanced the program was the opportunity to have more trips (11 percent of the pupils did not go on any class trips) and to have more teachers available to them.

Three-fourths of the pupils (75 percent) felt they had received enough information about their summer school and more than half of them (61 percent) felt they knew what to expect in summer school prior to the opening.

In general, the pupils believed that summer school did help them to some extent. Approximately 50 percent believed that they would do better in their class work when they returned to their regular schools and 37 percent believed that they would like their regular schools more than they did in their previous academic year.

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There can be no doubt that earlier funding can lead to better planning, training and consequently better functioning.

The 1969 Summer program reflected progress in three of the problem areas of the past. In the opinion of administrators registration problems were alleviated by allowing an extra day for registration. Both administrators and teachers generally agreed that this year supplies were available during the first week of the program, and were usually adequate as well as appropriate for the pupils. Continuity from the Summer school to regular school also seemed likely to occur since both administrators and teachers indicated they had plans for sending reports on the children who attended during the summer to these children's regular schools. It would be useful for the junior high school division to determine the actual extent to which the information was sent and if the data were considered useful.[3] The other phase of the continuity process, sending information about each child's record in his regular school to summer school, continued to be a problem. Teachers typically felt they had little or no such information. Should steps be taken to mount the summer programs earlier, this is one of the problems which might be solved. If pupils intending to attend summer school were identified earlier, it would be possible to have each teacher complete a simple summary record card which could be sent to the Summer school.

The personnel other than teachers (educational assistants, guidance counselors and librarians) were generally satisfied with the summer's activity, but none of these occupational groups seems to have had a major impact on students' perceptions of the summer's experience. To the extent that student reaction is a valid criterion, there is a clear need to further integrate these services into the everyday functioning of the summer school so that the impact of the service is recognized by the ultimate consumer -- the pupil.

The gains in reading and mathematics, the three children in four who passed credit subjects, and the agreement among pupils, teachers, and administrators that those who attended summer school would do better in the fall provide a combination of academic achievement and expectations of future gains indicating success. The needed improvements in planning, rate of attrition, continuity and integration of services, when implemented, would make the chances of success even greater.

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[3] The termination dates of the evaluations of the Summer projects make this or any other follow-up impossible. This serious lack in the evaluation process has been noted before.

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PART II

THE SPECIAL PROGRAMS

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CHAPTER V

PROGRAM EVALUATION PROCEDURES: SPECIAL PROGRAMS

One part of the summer intermediate and junior high school program was devoted to three specialized schools: an Academy in the Creative Arts, an Institute in Mathematics and Science, and a School for the Humanities. These three schools represented about 10 percent of the total intermediate school and junior high school population. Some of the children took courses for credit, and at the School for Humanities some classes were make-up classes and at the Institute some were advanced, but most children were enrolled in non-credit enrichment courses. All three schools were located in Manhattan.

One additional special school has been introduced each year for the past three years; so these schools are occupying an increasingly significant portion of the summer program at the junior high school level. They represent the major innovative thrust of the program at this level. For this reason, major attention was given to the programs this year by replicating all but the achievement testing aspects of the basic evaluation in each special school.[1]

A. THE SPECIAL PROGRAMS

1. The Academy of Creative Arts

The Academy of Creative Arts was housed in the Music and Art High School, 137th Street and St. Nicholas Terrace, Manhattan. It had been in existence two summers prior to the present program. Activity objectives outlined by the Board of Education in the summer 1969 proposal[2] are as follows:

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[1]It is relevant to note that the 1969 plans for the two special programs which had been previously evaluated reflected some of the recommendations made in the 1968 evaluation. For example, the Creative Arts Academy had dropped the requirement that applicants for admission must be reading at or near grade level, a requirement which in 1968 teachers, administrators and the evaluation team all agreed should be dropped. The Institute for Mathematics and Science broadened the role of the Assistant as suggested in 1968. These reflect the general climate at the Junior High School level of interest in evaluation and an effort to utilize evaluation reports.

[2]Summer Program for Junior High and Intermediate School pupils. #17-03421.

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1. To provide enrichment activities.

2. To provide an opportunity for creative expression for disadvantaged pupils with talent and/or potential talent.

3. To provide a better understanding of self and of the values of the world they live in for disadvantaged pupils.

In describing the program the Board stated that the 300 students from poverty areas with talent or potential talent in the creative arts were to be selected for the Academy program on a citywide basis by means of referrals by teachers, counselors, and principals. In a departure from previous practice it was stated that academic achievement was not being used as an admission criterion, a change attributed to a recommendation in a previous evaluation.

The purposes of the evaluation were to determine whether enrichment activities and opportunities for creative expression were provided for disadvantaged students with talent and/or potential talent. Whether these opportunities did in fact result in a better understanding of self and of the values of the world they live in for students from poor neighborhoods was a question more difficult to evaluate. No direct data having a bearing on this question were obtained.

Eighteen teachers, three chairmen, 15 educational assistants, nine artists and consultants in residence, one secretary, a principal, and an assistant principal comprised the staff.

2. Institute of Mathematics and Science

The second of the special junior high schools was the Institute in Mathematics and Science which was located at JHS 104M (330 West 21 Street). It was in its second year of existence. The proposal notes that it was organized to provide an enriched summer program in mathematics and science for pupils from poverty areas with high academic potential and interest. It was planned that both curricular areas would stress supplementary enrichment and in-depth exploration. The proposal states, "Individual projects involving research and synthesis would be encouraged. In science, laboratory experiences and guest lectures, and use of audiovisual aids would play key roles. Science exhibits, math team competitions, and trips would be developed as enrichment activities." Approximately 300 students who were reading near, on, or above grade level and with high potential or interest in mathematics or science would be recruited after careful screening.[3]

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[3]Summer Program for Junior High and Intermediate School Pupils. #17-03421.

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The staff consisted of ten teachers, two laboratory assistants, one guidance counselor, one librarian, 14 educational assistants, one secretary, an assistant to the principal, and a principal. The program was a non-credit enrichment program in mathematics and science and offered such courses as biological medical techniques, microbiology, chemical reaction electronics, chemical nuclear reaction, astronomy, geology, basic electronics, photography, sets, groups and matrices, finite math, graph and function, transfinite math, computer programming, laboratory science, linear program, real numbers, industrial arts and biogenetics. The six-week summer session was divided into two three-week segments. Courses were divided into elementary and advanced levels and were offered each three-week segment. A student could, therefore, try six different courses during the summer.

The purposes of the evaluation were to determine whether enrichment activities in mathematics and science were provided for students from disadvantaged areas who had high academic potential and interest and whether there were opportunities for in-depth exploration, individual research projects, laboratory work and hearing guest lecturers.

3. School for the Humanities

The School for the Humanities was located at 33 7DM (333 West 17 Street) and was in its first year of existence. It was organized to "provide a program of studies through the humanities designed to cultivate academic competence and achievement among educationally deprived children in the intermediate grades, to improve the quality of human relations among pupils of similar and different ethnic backgrounds, and attempt to overcome previous failure through the use of the humanities approach to teaching."[4] It was planned that 300 disadvantaged students, largely from southern Manhattan and northern Brooklyn, would be admitted to a program that differed from the regular program chiefly in methods and flexibility.

The staff consisted of 14 teachers, a teacher of library, a guidance counselor, three chairmen, an assistant principal, principal, one secretary, and three educational assistants. The course offerings were varied and included such studies as T.V. theater, Speak Out, Write Out, Afro-American History, Narcotics Abuse, Getting the Most for Your Dollar, Drama Scenes, Science, Individual Voice and Piano, Crafts, Ceramics, Movie Making, Photography, Esthetics in the Home, Cultural History of China, and cultural enrichment trips. These areas of study represented the students' interests and choices. Some had to be changed or

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[4]Summer Program for Junior High and Intermediate School Pupils. 017-03421.

dropped as the course progressed and student interest either changed or fell off.

Since the School for the Humanities was a totally new and innovative program, it was decided that evaluation of the program should be flexible and relatively unstructured. Evaluation was primarily based on reports by a team of observers who visited the school on a regular basis, observed classes, and talked to the principal and staff. These evaluations were supplemented by interviews with and questionnaires completed by the pupils and the staff.

B. EVALUATION PROCEDURES

Evaluation procedures at the three special schools varied somewhat. In all three schools evaluation consisted of a professional overview of the on-going program through structured and unstructured observations of in-class instruction and a descriptive survey of staff and pupils to elicit their reactions and perceptions. Finally, spring achievement levels were determined for a sample of students admitted to each program to estimate the range in achievement among the participants.

1. The In-Class Observations

In the Creative Arts Academy 12 observers visited all classes at least twice and completed Individual Lesson Observation Reports[1] on the lessons and activities observed. Five of the observers were faculty members in a school of education, three of whom were also professional artists. Seven were performing artists, authors, playwrights or directors of acting schools. Eleven of the 12 had experience teaching their particular art to young people.

To evaluate the instructional process in the Institute of Mathematics and Science, one specialist in mathematics education and one in science education observed classes and other aspects of the school's functioning such as the library and special projects period. The observers made three visits each and tried to distribute their visits so that all subjects would be observed. All science classes except zoology were observed briefly and seven were performed observations of about an hour each. In mathematics eight observations were made of about an hour each.

At the School for the Humanities there were four observers from the disciplines of sociology, psychology, history and art. They went into

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[1]Instruments used are discussed later in this chapter and are presented in Appendix B.

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the school to observe classes and other aspects of the school's functioning (e.g., the library) and evaluate the tests that were taken. The observers were free to use rating scale and tried to distribute their visits throughout the week so that all or nearly all subjects would be observed.

2. Pupil Interviews

The team of interviewers who spoke with the students consisted of three black and two white staff members. There were three women and two men.

At the Academy the selection of children to be interviewed was done proportionally and randomly where possible within each school division. A sample comprising 20 percent of the total attendance was desired. If the children and the alternates were both absent from the room when the interviewing was done, a third child was randomly chosen on the spot by the interviewer as a substitute. Sixty students were interviewed.

At the Mathematics and Science Institute and the School for Humanities the interviewers, who knew none of the children, selected into classrooms and selected children. Classes used were selected so as to have every subject area represented, and the interviewers attempted to have the sample interviewed reflect the ethnic composition of the school. A total of 40 pupils were interviewed at the Institute and 27 at the School for the Humanities.

3. Pupil Questionnaires

To supplement the information obtained from the student interview, students were also asked to fill out opinion questionnaires. Data were gathered from all respondents in attendance on the day and time a particular research instrument was administered. Since a great deal of flexibility prevailed for the children in the Hi-Mod Schools (in terms of freedom to choose class or activity participation each period), it was not possible to match each child with a questionnaire. At the Academy, 127 completed questionnaires were obtained of a reported attendance of 150. At the Institute of Mathematics and Science, 107 questionnaires were completed out of a reported register of 137. At the School for the Humanities, 73 questionnaires were completed out of the reported register of 125 despite our scheduling two sessions for data collection. While some of the children who were in attendance may have failed to take the questionnaire, the team who administered the questionnaire felt that almost all did and the actual number of children in attendance seemed smaller than that reported by the schools. This finding was shared by the team of observers.

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However, the communication arts chairman was hired only two weeks before the start of the term and met her staff for the first time on registration day. She therefore held orientation sessions for teachers in her department during the first week of the term. All chairmen felt their staffs were satisfactory in terms of the requirements of the special program.

Of three teachers who rated the orientation sessions one considered them "very helpful" and two "adequate."

The staff at the Institute of Science and Mathematics was centrally assigned. All of the supervisors agreed that the principal and chairmen should play a greater role in staff selection than they did in the summer of 1969. Since the project got under way so late, the principal and chairmen had to accept the staff assigned rather than recruit their own. The principal and assistant principal reported that they have been promised the opportunity to do this should the program be repeated in 1970. All felt that the principal and chairmen should have an opportunity during the regular year to interview and recruit staff to satisfy the requirements of the special program of this school and suggested that either time be allowed for these interviews or that teachers and supervisors be paid for the time involved. The principal thought that staff recruitment should start as early as September and be completed by February or March so that final selections can be made by April, leaving time for everybody to work on program problems and do adequate pre-planning.

Since the staff was centrally assigned, orientation to the special program of the Institute was particularly important but the only time available was the first day of the term before the children reported for classes. Orientation sessions were held by the principal with the entire staff, and by the chairmen with people in their departments. Of three teachers, one found the orientation sessions "very helpful" and two found them "adequate."

The principal of the School for the Humanities reported she had been able to recommend the assignment of all her chairmen and four of her teachers. The other teachers she met for the first time on July 1. There was general agreement that the teaching staff was not completely satisfactory for the very special needs of this new school. The principal and chairmen felt it was desirable that they be able to select people with the very special backgrounds and skills required by this program.

The principal and assistant to principal had two meetings with their chairmen late in June to orient them to a humanities program. It was not possible to meet with the teachers and get planning under way until July 1. The principal felt that she needed at least two three-hour sessions with her teachers prior to the start of the summer term.

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Six of the seven teachers who responded said they found that orientation sessions that were held were "very helpful." The seventh teacher found them "inadequate."

D. STUDENT RECRUITMENT AND CRITERIA FOR ADMISSION

Student recruitment was another dimension of the timing problem, along with publicity and registers. At all three schools the supervisory staffs reported that all students who presented themselves for admission were accepted and that no selection process took place at the summer school. This contrasts with the selection which had been anticipated. For example, correspondence and memoranda publicizing the Creative Arts Academy program within the school system, such as Board of Education memoranda to principals, discussed the program in terms of its availability for pupils with "high academic potential and interest." Pupils were to be "...selected carefully by the home schools on recommendation of teachers, guidance counselors and principals...on the basis of demonstrated or potential talent in instrumental music, choral music, fine arts, dramatics, journalism and creative writing." Concerning zoning, the program was to be "open to all New York City pupils who reside in poverty areas."

Although all children who applied for admission were accepted at the Academy, all the chairmen said that children needed some artistic aptitude and skill to be in the program.

The principal said that the criteria for admission had changed since the summer of 1968. Talent, interest, and motivation were now considered to be more important criteria than reading levels. Two of the chairmen felt there had been no change in standards of admission although they agreed that the 1969 basis for admission was talent and interest. One chairman felt that there was a change and that reading levels were less a factor in admissions in 1969.

The brochure that went out to the regular schools from the Institute of Mathematics and Science asked that they recommend students with "high interest and potential" in mathematics and/or science. They also said they asked for reading and math scores as information but not as criteria for admission. Supervisors agreed that the children who were recommended were filtered through the regular school principals, teachers, or guidance counselors, and that their program offerings contained implied requirements. The assistant to principal estimated that two-thirds of the students were above grade in both reading and math, that another fourth were on grade and that the remaining 10 percent were not more than one year below grade in reading and math. He said that the students who were below grade constituted no problem in this school.

The principal and science chairman felt that the criteria for admission for 1969 were not different from 1968. The assistant to principal

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felt that there had been a change since achievement levels were required in 1968. All five of the teachers who were asked said they thought the present criteria for admission were satisfactory. One teacher thought there had been a change in the criteria since students needed only interest this year.

Circulars that publicized the School for the Humanities within the school system indicated that any students interested in remedial work in reading, mathematics,or science to qualify for a diploma, promotion,or general improvement, could attend. In addition, any student interested in an enrichment program of studies through the numanities designed to cultivate abilities and encourage self-fulfillment was also eligible.

The supervisory staff felt that the program would be best served by accepting children ranging from retarded to gifted and said that all applicants were accepted. When initial registration was only one-third of the 300 students expected, active recruiting was done to bring in children interested in the program.

While it is laudable to accept children into summer programs, special programs with selected staff aimed at serving specific segments of the pupil population should have sufficient time to selectively admit that population most likely to profit from such programs.

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CHAPTER VII

THE DESCRIPTIVE SURVEY

A. PERCEPTIONS OF GOALS AND REALIZATION OF GOALS OF THE PROGRAMS.

1. At the Academy

The special goals of the Academy were variously stated by the supervisory staff. The principal saw the goals as the refinement of talent so children similarly endowed can work together to develop self-esteem and recognition through performing and participating in the community, before real audiences in the parks and on television. He thought the school was realizing its goals very well. The assistant said he thought the goals of the school were to give youngsters success in the areas of their interest and talent, and an individualized approach to art free of pressures. He too felt these goals were being met to a great extent. The music chairman saw the goals of the school to be the development of musicianship and understanding and appreciation of music through performance and a general humanities approach to music and art. He said the improvement in the performance skill of the children could be heard and that they seemed very interested in their work. The fine arts chairman thought the school should be helping children to find new areas of self expression through exploration, search and discovery of materials, tools, and processes not experienced during the school year. He thought the Academy has been very successful in doing this.

The communication arts chairman had a somewhat different view of the school's goals. She thought it should be a program that offers "enrichment in the arts to economically and culturally deprived children in addition to offering quality instruction to children of a different background who are interested in the arts." She saw the school as a meeting ground of these two goals with a program that cuts across lines as the regular school program has not been able to do. She felt that in terms of the disadvantaged the school had hardly realized its goals, but in other ways the goals had been accomplished.

The teachers stated their concept of the goals of the school as the development of artistic talent in junior high school students and the presentation of a program of performing arts without the pressure of academic work. They saw their own special functions as teaching the techniques by which the above can be achieved, developing artistic talent, accompanying the chorus, assisting the conductor, keeping records, giving special attention to interested students, and interpreting industrial arts and fine arts through several activities.

When the question was raised as to whether the Academy's program could be carried on as an adjunct to a regular summer school program,

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the principal thought it could not be successfully done. He believed that the voluntary nature of the program was most important and that its atmosphere would be spoiled if it were restricted in any way. The music chairman also felt that the program could not succeed as part of a neighborhood summer program because it would be too watered down. He said he would like to see an elementary instrumental and choral program in every regular school. The assistant to principal said only the necessary people were required to carry on the program as an adjunct to a neighborhood program. The communication arts chairman agreed after some hesitation that such a program could be successful if it had a dynamic well-organized leader. The fine arts chairman pointed out that every neighborhood has a cross-section of children interested in the creative arts. He said it is undesirable to label children in this age group as talented or not talented, and that the program could be meaningful in terms of developing self-expression.

Seven teachers were asked whether their students had an opportunity to perform, exhibit their work, act in plays, and have their writing published. All replied that they had. Six of the teachers felt that the time spent in preparation was well spent because such activities are evidence of accomplishment and because they provide an immediate goal for pupils to work toward. The teacher who disagreed said that six weeks is no time to spend preparing for exhibits or performances.

2. At the Institute

Each of the supervisors stated the special goals of the school somewhat differently. The principal saw them as an opportunity for students to work and enjoy mathematics and science unhampered by strict curriculum, the provision of stimulation not available during the school year, and the development of understanding, career goals, motivation, and a desire to do better. He said he thought the Institute had realized these goals, that the students had been stimulated and that they would want to return next year. The assistant to principal stated the goals of the school to be working with children of high potential and interest to open doors and kindle a spark in some area of math or science. He hoped that some of the students would go into such an area in the future. He felt that good attendance, a low attrition rate, the attendance of some children who were in the school last year, the many children who want to return next year, and the presence of children who are willing to travel a considerable distance to reach school, all indicate that the school is realizing these goals. The science chairman viewed the school's special goals to be building internal motivation and providing fuel for an already internally motivated child. He felt that the school was realizing these goals to some degree, more than is usual, but less than it could.

Four teachers answered the question on their view of the special goal of the school. Two of them expressed it as enrichment in math

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and/or science, one as extra instruction for students who show potential in math and/or science, and one as exposure to math and/or science. Two teachers saw their special function within the school as providing guidance; three teachers saw it as providing instruction for students.

The principal felt the program of the Institute could not be successful if carried out as an adjunct to a regular summer school program. He maintained that it would be too diluted if that were done. He also expressed the opinion that it is good for many of these students to get out of their own neighborhoods. The assistant to principal thought the program might be carried on as an adjunct to a neighborhood program provided that the necessary staff, supervision, and facilities were available. However, he also thought that a central school was a good idea because it got children out of their own immediate neighborhoods so that they could meet new and varied people. The science chairman said he did not know whether the program could be worked out that way, but he thought it might if the program received the right advance publicity.

Of three teachers who responded to the question, one said the program could be carried out as an adjunct to a neighborhood school and two thought it could not be. The reasons given against carrying out the program as an adjunct to a regular summer school were that it requires a centrally located and adequately staffed building and that the limited number of students willing and able to do the work would make several such programs doubtful.

Two teachers reported that their students had had an opportunity to exhibit their work, perform, have their writing published, etc. One said they had not, and one did not know. Three of the four felt that public performances, exhibitions, and publications were worth the time spent in preparation. One thought it a waste of time.

3. At the School for the Humanities

The principal and assistant principal expressed the interdisciplinary approach of the school and the principal noted the goal of teaching of a life style rather than the acquisition of facts and information. She and her assistant felt that the school was successful in realizing these goals as evidenced by student enthusiasm and commitment. The chairman also spoke of giving youngsters a different perspective of life style by bringing together language disciplines into broad units. He was not sure that the school was realizing its goals, but felt that they were working in that direction. Another chairman felt it was the school's job to give the children dramas and experiences that would make them aware of the world. He felt that in some ways the school was very successful, since the students were happy. He also felt that the summer opened new horizons for the staff and that it was a learning experience for all. A third chairman saw the school's special function as quickening interest in unfamiliar areas and helping children to understand

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themselves and their environment, particularly the social environment. He felt that the school had begun to realize its goals.

Four teachers responded to the question on goals. They saw the special function of this school to be showing that learning can be fun (four), stimulating an active interest and involvement in the community (three), and breaking down the barriers between subjects (two). All teachers said that they saw their special function to be instruction to students.

The principal and assistant to principal both felt that this program could be offered as an adjunct to a neighborhood summer program. The assistant thought it could be done by giving each student two subjects that he needs and one that he likes. The principal said in order to be successful, coordinators would be needed to train teachers for the program and design the program for different levels. The chairmen all felt that the program should not be restricted to a neighborhood, that it was essential to the basic concept of the school that children of varied ethnic and national backgrounds be brought together.

Seven teachers who were asked responded that their students had not an opportunity to perform, exhibit their work, act in plays, have their writing published, and two said their students had not had such an opportunity. Eight of the nine teachers felt that the time spent in preparation was well spent. Four said they thought it provided a high degree of motivation and four mentioned that students must to be selected.

B. Personnel Services

1. Characteristics of Instructional Staff

Table VII-1 summarizes the data obtained on the experience and ethnic status of the staff. Teachers in all three schools generally had prior experience both in the program and classroom. They were predominantly teaching in the subject field in which they were regularly licensed. At the Academy a majority of teachers and educational assistants were black whereas in the other two schools a majority or all were white.

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The guidance counselor felt he lacked any school information that might have given a more thorough picture of the students. Students who had failed subjects did not always know what courses they needed and why. One student did not even know that he had failed any courses.

The guidance counselor also conducted a trip program on a weekly basis to introduce students to the work, educational, social and personal skills considered important in the world of work.

d. Overview

Guidance services were appreciated more than library services but seem to have operated at the Institute and School for the Humanities as relatively independent components of the program. There is a need to include the counselor in planning the overall program so that his professional services feed directly into the instructional program.

5. Artists- or Consultants-in-Residence

All of the special schools had provisions in their organization for the personnel category of Artists- or Consultants-in-Residence.

a. At the Academy

At the Academy the category was used in dance, music and art. In dance a professional dancer worked daily as a co-teacher with a licensed teacher of dance. The music department employed six musicians, each of whom came in once a week, to provide individual and small group instruction. The art department employed a consultant on kite making and an inter-media consultant. The supervisory staff agreed unanimously that these artists added "enrichment," "glamor," and "professionalism" and were a valuable part of the program.

Forty-five percent of the students reported having had contacts with the Artists-in-Residence,[2] contacts they described consistently as "very interesting" and "interesting."

b. At the Institute

The principal of the Institute in Mathematics and Science reported that the administration of the school discovered too late that money was

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[2]The evaluation staff believes students often considered the Artist-in-Residence as a teacher and so the number who reported contact is a minimum estimate of the actual contact.

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available for scientists or consultants-in-residence, another effect of the timing problem. Consequently none was present in the school this year. Both the principal and the assistant principal hope to make use of this category of personnel next summer.

c. At the School for the Humanities

The School for the Humanities had two positions for Artists-in-Residence. These were used in the highly specialized areas (e.g., film making and acting) where the entire supervisory staff agreed they contributed technical know-how and expertise that complemented the teachers' program.

Twenty-two students (44 percent of those who filled out the questionnaire) did know of the Artists-in-Residence and had some contact with the Artists-in-Residence. Most (14) of the students in the School for the Humanities, as in the Academy, found the Artists-in-Residence interesting and exciting.

d. Conclusion

There was general satisfaction in the schools with the concept of the Artist-in-Residence, a satisfaction the observers shared and note in the chapters which follow. There was also good variation in their use and the position provides an element of flexibility in school staffing which has immense potential for adding exciting dimensions to the instructional process in the special schools.

6. Lacks in Personnel

The administrative staffs of all three schools indicated that there were additional personnel that would be valuable to them but each school had its own specific recommendations.

a. At the Academy

At the Creative Arts Academy two of the administrators felt there were no special personnel which they lacked. One administrator felt additional specialized classes might have been added with the necessary specialized teachers. The principal and assistant principal mentioned the need for a guidance counselor on the staff, perhaps, in the assistant principal's opinion, to function as a liaison person with the community. The principal felt additional clerical help was needed and that more Artists-in-Residence would be desirable in the program.

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b. At the Institute

Both the principal and his assistant at the Institute in Mathematics and Science said that additional clerical help would be valuable to them. As it was, they managed with the help of the educational assistants. The principal said he would like an electrical arts and a graphic arts teacher so that these additional courses could be offered. The assistant to principal also wanted to add an electrical shop. In addition, the assistant principal said the school could use a metal and printing shop so the students could create the things they need for their special projects. He would also like an additional person to act as trip coordinator and liaison with industry to provide guest speakers. The principal suggested that a computer repairman and another mathematics and science person to take care of special projects would be helpful. The mathematics chairman said he wanted someone able to set up a mathematics laboratory who also knew where to purchase and how to use mathematics materials.

c. At the School for the Humanities

At the School for the Humanities the principal suggested that a full-time coordinator of minor areas such as the training of educational assistants, public relations, trips and transportation would be helpful. The other administrators felt that they needed no additional personnel because they had been able to use the Consultants- or Artists-in-Residence to fill specialized needs.

d. Conclusion

The low attendance, of course, interacts with all of the data, but particularly with these suggestions. While all make sense in the abstract, unless the problem of low register is solved it is hard to argue for additional personnel.

C. ADMINISTRATIVE ASPECTS OF PROGRAM

1. Materials and Supplies

a. At the Academy

All the supervisors at the Academy found the situation good or very good in regard to the availability of material (starting with the first week), the quantity of material for effective learning, its appropriateness for the students' ability level and its relevance to their cultural backgrounds. The only exception was the fine arts chairman who reported that necessary materials were practically not available during the first week, but were very good after that.

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The teachers too were satisfied with the materials except that four of eight found their availability only fair to poor during the first week. Otherwise, half or more found them good or very good in terms of quantity for effective learning (five), relevancy to the cultural background of the students (six) and in terms of appropriateness for ability level (seven).

b. At the Institute

The principal stated that materials were available starting the first week but only because teachers and supervisors brought them from their own schools. The assistant thought they were poor the first week and good as to quantity for effective learning and appropriateness for the ability level of the students. The principal concurred and the science chairman thought they were very good. Two of the four teachers who responded thought the availability of materials was very good the first week. The other two teachers thought it was good or fair. Five teachers responded to a question about the quantity of materials and two rated it as very good, two as good and one as fair. The same proportions held for the appropriateness of materials for ability levels. Seventy-one percent of the students said there were enough materials and equipment for them to function at their best, and 29 percent thought there were not.

The principal and assistant both felt that the Institute needed better laboratory facilities, more computers and more electronic equipment. The principal made the point that this school needed equipment comparable to that of a well-equipped high school. This opinion was shared by the evaluation team's science observer. The principal, librarian and the evaluation observer all felt that the library facilities needed much improvement.

c. At the School for the Humanities

Two of the chairmen rated the availability of materials starting with the first week as very good; the principal and the English chairman considered it good and the assistant to principal thought it was fair. The quantity of material for effective learning, the material's appropriateness for ability level and the material's relevance to cultural background were rated good or very good by all the administrators.

The only teacher rating materials disagreed somewhat with the administrators and rated availability and quantity as fair and appropriateness and relevancy as good. Sixty-one percent of the students said there were enough materials and equipment available for them to function at their best. Thirty-nine percent thought there were not.

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d. Conclusion

The problems noted in previous years of lack of supplies and materials seem to have been alleviated considerably in the special schools this year. Problems that did exist seem to have been ironed out in the first week. Administrators, teachers and pupils found the materials generally available and administrators and teachers added the judgment that they were appropriate.

2. Continuity of Records and Record Keeping

a. At the Academy

Four of the five supervisors at the Academy did not consider the availability or completeness of students' past records to be a problem. The principal thought it was a minor problem.

The fine arts chairman said he would like to see changes made in the way in which students are designated to attend certain classes. The only other suggested change was in the area of record keeping and was made by the supervisory staff. This suggestion was that attendance record keeping be reduced or eliminated entirely. The school planned to send the students certificates of attendance and to notify the home school of attendance and the area in which a student worked. A request was also to accompany this information asking that the data be entered on the permanent record card.

Although administrators felt no lack of information, six of the ten teachers questioned felt they lacked enough information about their students at the beginning of the term, specifically noting the lack of I.Q. and previous training which they wanted as informal estimates or for other purposes. However, they too recommended less record keeping. Eight of the ten teachers who were asked this question said that the educational assistants were moderately or very valuable in helping with clerical work.

b. At the Institute

Two of the three supervisors did not consider the availability or completeness of students' past records to be a problem. One considered it a minor problem. The assistant to principal said that the Institute asked for, and for the most part received, reading and math scores. In response to a request for suggested improvements in record keeping, the principal said he would like to see a better attendance check. One supervisor said he would like to see the total amount of record keeping reduced, particularly for the guidance counselor.

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Three of five teachers felt they did not have sufficient information about their students at the beginning of the term, lacking everything but the students' names, reading and math grades, and knowledge of students' interests and accomplishments.

All five teachers found the educational assistants valuable in helping with clerical work.

The supervisory staff considered the availability of students' past records to be at most a minor problem. For students who took courses for credit, the school planned to send the regular school a pass or fail record and the parent a report card. For non-credit students they planned to send attendance and progress reports.

Various suggestions were made about records and record keeping (i.e., that all records and forms be provided by June 15, so that advance work can be done on them). In general, the supervisory staff felt that record keeping should be kept to a minimum, and no changes made in present procedures. Seventy percent of the teachers who responded to the questionnaire suggested no change in record keeping.

c. At the School for the Humanities

Four of the five supervisors at the School for the Humanities considered the availability and completeness of students' past records to be no problem. Only the assistant to principal felt that it was a minor problem.

In general, the supervisory staff had few suggestions to make about record keeping in future years. One chairman felt that as little should be done as possible. The assistant to principal suggested that all records and record-keeping forms should be provided to the summer schools by June 15 so they can be prepared in advance.

The school mailed a report card to parents of students taking courses for credit. The home schools of these students were also to be notified of successful completion of the course. For students taking non-credit courses the School for the Humanities planned to send on a record of attendance and progress to the home school.

Most (67 percent) of the teachers recommended no changes in record-keeping procedures although one teacher liked the assistant in requesting attendance forms at the beginning of the term rather than in the middle of the term. One teacher suggested the individual recording of guidance interviews.

In listing their duties two of the three educational assistants reported doing clerical work, and two of the three said they did attendance work.

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d. Conclusions

Continuity of records concerned teachers more than administrators, as might be expected. There was more evidence of feedback to regular schools from the summer program than in the past, but continuity in the other direction still has a long way to go to be effective.

3. Community and/or Parent Participation

a. At the Academy

Of the 12 teachers and supervisors who were asked, seven indicated there was no parent-community participation in the program and five said that there was. These five noted conferences with parents, public performances, tours of the school, field trips accompanied by parents, and the educational assistant program as evidence of participation.

Since many (including the evaluation staff) would not consider these events as "participation," quite probably the other seven staff members did not either.

b. At the Institute

The supervisory staff said that there was no parent association or club of any kind operating during the summer term, but they all felt there had been some parent participation in the summer program. The principal reported some parents to accompany the school on a planned trip to the Franklin Institute in Philadelphia. He also reported that the guidance counselor had had meetings with parents, made recommendations to them, and contacted the home where the child's attendance was spotty. The assistant to principal said that high school guidance was given parents on Open School Day. He also reported that about 10 parents visited school on Open School Day and that many of them said they would advertise the school for next summer.

c. The School for the Humanities

At the School for the Humanities the administrators indicated much of the parent-school contact was through the guidance counselor. In addition, some parents came into school for a mini-food cooking day.

d. Conclusions

In brief, there, as always progress of parent or community involvement was indicated in any of the schools. It is a serious omission.

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of the subject matter requires that attention be given to each student on a regular basis. The lecture-recitation approach of many academic disciplines, seldom explored in practical music, art, dance, and drama classes, would not appreciably change the quantity of material absorbed unless the material itself is altered and expanded to include an appreciable amount of history, literature, theory, analysis, etc.

1. Music Department

The course offerings of the music department were varied and consistent with those more generally accepted in music education for this age group. Music chosen for rehearsal and performance by the instrumental groups was typical of junior high concert music, e.g., primarily mainstream 18th and 19th century classical Western compositions, as evidenced by the end of term concert program. Some popular contemporary music was performed by the stage band and chorus; the concert band's performances were more routine.

Considering the shortage of certain instrumentalists and vocalists, the level of execution in rehearsal and performance was good, a clear indication of concentrated effort by both students and teachers. Most music teachers approached the classes with a rather professional attitude; it was assumed that children were at the Academy by choice and therefore committed to intensive work. Instances of a more dictatorial didactic method were occasionally observed, but these were isolated. In the main, the level of instruction was above average. Teachers were enthusiastic and helpful.

2. Art Department

Ranging from three-dimensional art to photography, the choices in the art department were wide, if fairly conventional. The chairman noted the need for personnel specifically to teach puppetry and filmmaking. Stagecraft, although originally projected, was not offered; photography was given on a limited basis to a maximum of six students. For the students who selected them, the classes in three-dimensional art, graphics, and poster design represented approaches not ordinarily found in junior high school. Some teachers made a particular effort to relate materials to students' backgrounds and interests, e.g., a focus on African masks and the moon shot. Otherwise, subject material was fairly typical and well within the ability of the age group. It was observed that most art classes lacked sufficient planning; relevant information and examples were not available when needed and audiovisual equipment was not tested in advance. The given purpose and direction of the program were not apparent. Both observers and teachers expressed dissatisfaction at having spent an excessive amount of time on a kite project whose purpose was to publicize the Academy. For eight school

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days prior to the "kite-in" at a city park, regular art activity was suspended for all art students. Attention was directed towards the design, fabrication, and decoration of kites to be flown by the children. An artist-in-residence, designated kite specialist, prepared an instruction pamphlet and, with the assistance of other teachers and the chairman, presented the project to their classes. The student response was unenthusiastic. Teachers and students remained only mildly interested or passive on succeeding days. When regular activities resumed, students were anxious to complete materials for the concluding art show.

3. Communication Arts Department

Under this heading are included the two performing arts, dance and drama, and creative writing (poetry and plays). The comments, therefore, refer to a wide divergence in pedagogical method and course content. The dance class benefited from daily instruction by an "artist-in-residence" as well as by the regular teacher. The class was conducted in such a way that, while often students participated as a unit, the class was also divided into smaller groups to improvise or practice given routines. The teacher and artist-in-residence not only supervised but also danced within the group. The children and teachers were enthusiastic and involved. Two observers noted that classes began without preliminary warm-up exercises; they also judged routines to be uninteresting, questioned the authenticity of some ethnic dances and saw the need for more concentration on movement skills. It appeared that most children had had no previous training or prolonged experience in dance. The final program demonstrated that they were capable, however, of learning and performing routines based on some foundational work done in class.

As in dance, students in drama seemed to have had little or no prior experience in this particular art form. Drama classes were helpful in releasing the imagination and fantasy of the children. Learning how to respond in a group and working in a situation where free expression and lively interaction with peers was common were valuable experiences. It was found by all observers that although the degree of participation for some children was very high, others did not enter into class discussions at all. Most drama activities were directed towards the final program at the end of the session, but loose organization and short-term planning during the summer were, in part, responsible for a final presentation conspicuously wanting in theatrical discipline and technique, stage management, and excitement.

Enrollment in the creative writing classes, both poetry and drama, was so small as to affect the quality and variety of work produced. Fortunately, the few children enrolled were highly motivated and the teachers dedicated and enthusiastic, which to some extent compensated for small numbers. One observer termed the materials "standard"; another faulted student efforts for lacking spontaneity and good dramatic sense.

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Without the stimulation, cross criticism, sharing of ideas and means only possible within a peer group, the leadership came from teachers, curbing some of the children's natural imagination and directing them towards a more standardized adult expression. The pressure to produce enough material, poetic and dramatic, in a final form suitable for performance at the end of the session contributed to the need to find good working formulae; little time remained for exploration of new ideas and methods and their subsequent implementation.

4. Friday Programs

On five Fridays, during the third period, professional programs were presented for the enjoyment of the entire school. The chairman of the music department selected a wide variety of music, dance, and multimedia performances which did inspire and give pleasure to the students. Some programs were more suitable than others; the most successful were those which encouraged student participation, were relevant to children's life styles, and were skillfully presented. The teaching staff, administrators, and students as well as observers, judged the programs worthwhile and beneficial to the Academy. Occasionally, children from other schools and parents attended at the invitation of the Academy.

5. Educational Trips

All departments sponsored special educational trips to musical and dramatic performances, libraries, etc., to stimulate further student interest and provide inspiration in a more or less professional setting. Destinations ranged from midtown Manhattan to Saratoga Springs, New York, and the variety of experiences was broad. These ventures were considered valuable by students, teachers, and observers alike. Many expressed the desire for more in future summers. Perhaps due to the brevity of the summer session, planning for the trips was often minimal; full appreciation on the part of the children could have been assured by teachers' better preparing them in advance during class periods.

D. ARTISTS-IN-RESIDENCE

The category of artists-in-residence had different connotations for each department. According to the original faculty roster, there were two artists-in-residence: one in the dance department, one in art. However, another in "intermedia" was assigned to the art and communication arts departments, while the music department boasted five more. The function of each of these skilled professionals varied from department to department according to need. In dance, the artist was a full-time teacher working with the regular teacher; in the art department, the artist was utilized to assist in his speciality, kite-making, in

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addition to painting. The specialist in "intermedia" prepared materials for the final programs. The music department engaged its five artists to give private instrumental instruction. All departments expressed their appreciation of the artists and their contribution to the Academy.

E. RECOMMENDATIONS

The Creative Arts Academy offers a program rich in actual and potential benefits to junior high school age children in the city. The fact that it exists at all is a source of satisfaction to educators and professional artists, and that it is able to function with a good degree of success as far as reaching the needs and desires of children is an indication that the program should not only continue, but also improve and expand its influence. In order to provide some guidelines for improvement, observers offered specific recommendations in their special fields; teachers, department chairmen, administrators, and educational assistants contributed interesting and valuable information concerning new approaches and methods.

The program of the Academy should be so unique, so different from the common school experience that it will serve to excite all participants. There are some subjects which are not a part of the curriculum of the average junior high school; these should be a special source of inspiration and instruction to students with such interest and ability.

1. Scheduling and Attendance

The offerings of the three major departments are rather rigidly compartmentalized into smaller subjects, the student selecting one subject area exclusively or as many as three. Since for many children this is the first comprehensive contact with creative arts, it is important that they be as aware of the other branches of their chosen field as they are of their own. The cross-influence among students would enhance all the branches, envigorating the recipients and the donors. A common meeting for all students in each department scheduled weekly or daily prior to individual classes and instruction would afford an opportunity to share experiences and ideas, inspire one another, and appreciate one another's efforts. Art is not just sculpture, nor is communication simply playwriting, nor music only playing an instrument. Connection should be made between the several components and the whole for full appreciation and understanding.

Unless there is some financial or administrative reason for not doing so, classes could begin at 9:00 A.M. instead of the scheduled 8:30 A.M. time in order to allow teachers to prepare materials, etc., for the day. Private lessons, conferences or departmental meetings for teachers and chairmen could also be scheduled for the half-hour period.

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In actual fact, classes did not begin until at least 9:00; the time at the beginning of the day could be put to better use for all concerned.

Although for more academic subjects the hour and a half period might have seemed too long for effective use of the time, the Creative Arts Academy conducts most of its classes in a studio-like atmosphere and the long period is an advantage over the conventional 50-minute period. However, the session from 8:30 to 1:00 was criticised by all for its unbroken length. Between the second and third period, a short time for relaxation for students and teachers would be helpful. Perhaps milk and cookies could be offered by the school. Some students this summer left the premises in search of refreshments. A few went home before the third period.

The amount of clerical work involved in keeping attendance records for each class, each period, could be lessened if it were possible to record a student's presence once a day. Since there is a reception desk in constant attendance by an educational assistant, the students could sign in as they enter the school in the morning, then record their departure in the same manner. Records would be more accurate because students' names would be listed, and the educational assistants would be freed to perform other functions more useful to the teachers.

2. Educational Materials and Facilities

Since creative arts stimulate the visual and aural senses, technological advances in methods of preserving sight and sound should be made available to students of the arts. Music and drama students should be able to record what they produce, playing it back for self-edification and class instruction. Slides and films of high quality should be procured for art students; photography classes should have the benefit of the newest equipment for exposure, development, and enlargement of film.

Besides audiovisual equipment, some basic necessities are lacking: for dance classes, practice bars and mirrors, drums and other percussion instruments; for creative writing, photography, and art, reference books and literature; for drama, hand props and small sets. Supplies for the Art Department should be housed in suitable cabinets, and their quantity and variety should be increased.

3. Lesson Content and Teaching Methodology

As the school is now organized, students are selected for their interest and potential in specific fields. For music students, especially instrumentalists, this usually means that they have had some previous training either in school or with a private teacher. For other students, no previous training, but a certain commitment to a field is expected.

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The emphasis is placed on the students' creating something artistic. This attitude on the part of the students and teachers to some extent perpetuates the old concept of the conservatory where students are accused of having no brains, merely technique. Observers recommended that the departments present a more comprehensive approach to their subjects, that history and style be included as a regular part of the instruction. Certainly, the art done by students should be contemporary in content, but it should reflect an awareness of the past, of other cultures, of other styles and techniques. Material chosen as subjects should be relevant to children's life styles, but the issues should not be forced. If a student has a particular interest in a subject remote from his experience, he should be guided to an understanding of the subject from many aspects. Imagination should be excited by exposure to familiar and unfamiliar topics, explored stylistically, historically, and in comparison with others.

a. Music Department

Repertoire chosen for rehearsal and performance by the music department should be expanded at the two historical extremes. There should be examples of both early and contemporary music to supplement the mainstream selections. The chorus and stage band illustrated that such music is satisfying and appealing to students. During rehearsals and individual and small group instruction, more attention should be paid to concepts, history, style, structure, and harmony when relevant.

b. Art Department

During "Kite Week," the goals of the Art Department were sacrificed to a single publicity effort. Nevertheless, it was evident that more preparation is necessary to coordinate activities of the various subjects before the supper begins. The stage design class should in the future be implemented and supervised by a professional designer. Likewise, the photography class should call on the services of a person in the field. Originally conceived as service departments to the school as a whole, and art and drama especially, they should exist in their own right, providing appropriate instruction to interested students and serving as a source of information to others. Once again, it would be desirable to bring all facets of art together in general discussion sessions.

c. Communication Arts Department

This department has unique problems for one reason: it offers subjects not normally taught in junior high school. Most of the teachers in communication arts are involved in related subjects during the school

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year, but not the ones for which they were engaged during the summer. These instructors are an asset to the Academy, but their guidance should be supplemented by that of professionals in the specific areas. As "artists-in-residence," these supporting staff members could function without problems of accreditation or seniority being introduced. Children would have the benefit of experienced writers and performers and, at the same time, have contact with the vitality of contemporary literature and dance personalities. The goals of the department would automatically be raised; the achievements would surpass any now possible.

4. Friday Programs

Formal programs intended for consumption by the entire school should not be reminiscents of typical ones already in the New York area geared to adult taste; they should be informative as well as enjoyable, primarily lecture-demonstrations. If a program is to be a concert, the musicians should talk and demonstrate as well as play and sing. Furthermore, the program should give children a chance to participate actively. If a program is a dance recital, students should have the opportunity to try a few combinations of steps and have the significance of the dances explained to them. If the program is a theatrical presentation, the actors should be encouraged to use students on the stage, discuss techniques, stage design, etc. If the program is an art show, the artist should discuss his style, techniques, background, and influences and have students analyze his communication in some meaningful way. For both children with professional aspirations and those at the Academy for the pleasure of the creative experience, it would be inestimable to hear from the performers about their professional lives, investments, training, ways of making a living, and personal rewards.

5. Planning and Organization

When the programs to be funded and the publicity began early enough, could be set aside before the beginning of the summer session for a pre-planning meeting. Attending should be administrators, department chairmen, former students, and professionals not employed by the school. Students and professionals should determine overall objectives, principles, performances, and the like. Administrators and educators would advise on how goals are to be set and what is or is not feasible and desirable from their points of view. Before the start of the term, time should be mandated for conferences with the full staff to present the broad outline of the programs then, during or just prior to orientation sessions could meet with teachers and educational assistants to fill in the details concerning that department's contribution. Weekly meetings of departments to discuss problems, adjust schedules, make changes in curriculum, and check progress would insure close collaboration among the teachers within the department.

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Chapter 3

The Architecture of Multiprocessor and Parallel Computers

Case Studies

Peter Kacsuk

3.1 Introduction

[illegible] This chapter is devoted to the presentation of the architecture of multiprocessor and parallel computers. The first part of the chapter gives a survey of architectural issues that influence the performance of parallel computers. The second part presents the architecture of three commercially available parallel computers. The first one is a shared memory multiprocessor, the second one is a distributed memory multicomputer, while the third one is a distributed shared memory multiprocessor. The architecture of each computer is described in detail, and the programming environment is also presented. The last section compares the three computers.

3.2 Architectural Issues

The architecture of parallel computers includes processors, memories, and interconnection networks. These three main components determine the performance of the computer. The first section discusses the main features of processors and memories. The second section presents the main interconnection networks. The third section deals with the problem of scalability. The last section presents the main architectural issues of parallel computers.

3.2.1 Processors

[illegible] The processors of parallel computers can be classified into two main groups: [illegible] processors and [illegible] processors. The first group includes [illegible] processors, while the second group includes [illegible] processors. [illegible] The main difference between [illegible] and [illegible] processors is that [illegible] processors have a [illegible] instruction set, while [illegible] processors have a [illegible] instruction set. [illegible] Most of the [illegible] processors are [illegible] processors. [illegible] The [illegible] processors are [illegible] processors. [illegible] The [illegible] processors are [illegible] processors.

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CHAPTER X

THE SCHOOL FOR THE HUMANITIES AS SEEN BY OBSERVERS

Frederick M. Binder

A. PERSONNEL

The observers were impressed with the enthusiasm and effort with which the principal, her assistant and chairmen worked to publicize, organize and conduct the program. However, several factors impeded their efforts. The principal had limited control over the selection of teachers. Since seniority governs the assignment of faculty for summer programs, her power to choose particular instructors was restricted to the list sent from the Board of Education. Thus, only approximately half of the staff represented her personal choice. Though the program called for chairmen licensed in music, art, English and social studies, an art chairman was never obtained. The staffing of educational assistants also fell considerably short of the 15 called for; there were only three.

Perhaps the most serious obstacle to planning was the inability of the principal to call together the faculty prior to July first, the same day the students first assembled and one day prior to the formal opening of the school.

The quality of the staff in terms of knowledge, enthusiasm and teaching skill was judged by the observers to range from mediocre to excellent. With the faculty stronger in the creative arts than in the academic areas observers witnessed some of the most animated, excited and creative classes in the areas of music, drama, science, film production and the arts and crafts. Yet, on the other hand, there were too many instances of teachers reading a textbook to children in a totally uninspired monotone, having students take turns reading without discussion or explanation of the material, and displaying ignorance of, or lack of enthusiasm for, the subject they were teaching.

Part-time consultants were employed in dramatics, cinematography and mineralogy. Working with the regular teachers they added a great deal to the program. What they lacked in the skills of teaching methodology, they more than compensated for by the experiences and technical expertise they brought with them.

A licensed school librarian was employed. As a regular member of the I.S. 70 library staff, she had the advantage of being fully acquainted with the extensive resources. However, there was little evidence of an organized program to encourage the students to use the facilities or

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to coordinate the library materials with any of the activities in the school. Rarely was the library occupied by anyone other than the librarian.

The educational assistants engaged in various clerical tasks and ran errands for the administrative staff. There was no apparent attempt to include these young people in classroom activities or to bring them into close personal contact with the students.

B. PUPILS

Neither in terms of numbers nor socioeconomic backgrounds did the student population meet the expectations of the program. While exact attendance figures were difficult to determine, it is estimated by the observers that attendance rarely exceeded 120 students during the first half of the term and 80 during the final weeks.[1] The children initially learned of the program through notices distributed and/or read in their schools shortly before the end of the regular school year. The attempt to recruit students in the spring does not appear to have been marked by a great display of fervor. During the first weeks of the summer term the principal and her assistants made noble efforts to increase enrollment through publicity. Each of the city's major newspapers and many local community papers carried stories about the School, and a number of television and radio stations also announced and described the program at I.S. 70. It appears that these attempts came too late and perhaps did not reach the proper audience. The television and radio "plugs" occurred on afternoon adult entertainment programs rather than on the rock and roll stations popular with children of this age.

According to the observers, relatively few students appeared to fall in the category of educationally deprived. The observers were struck by the fact that many came with a rich precommitment to the very type of program being offered at the school. Among the pupils were sons and daughters of teachers, brothers and sisters of college students and college graduates. Only a small handful of children were engaged in earning credit for courses failed during the school year in social studies, science and English. The scant representation of children from the immediate neighborhood can be explained in part by the extensive summer program of the Hilton Guild and the competition from two other schools being conducted by local agencies in I.S. 70. Nevertheless, it was obvious that a number of neighborhood youngsters who might have benefited from the program spent their summer hours in the streets adjoining the school building.

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[1] As noted earlier in the report, the school estimates were 100 pupils at the beginning and 179 at the end.

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The children in attendance seemed to truly enjoy many of the activities of the school. The freedom of the program allowed them to leave classes in which they were not interested and in general to come and go as they chose. Toward the end of the term empty classrooms and idle faculty revealed which of the programs and teachers had not been successful.

C. PROGRAM

The term "humanities" has in recent times been employed broadly to include just about every discipline which investigates or displays the activities of man. Thus it often happens that all but the natural and physical sciences are embraced by the term. The faculty of the School for the Humanities displayed a willingness to be quite flexible in the matter of definition, even including science within their purview. Flexibility became the keynote of the program. Rather than present the students with a fixed curriculum on July first they were asked to help choose with the faculty the types of studies they wished to pursue. Choices were made within the framework of the theme "Contemporary Man" and the subject areas of social studies, music, fine and practical arts, English and science. The resultant initial program included classroom-centered academic courses in Afro-American, Chinese, and urban histories, English classes emphasizing creative speech and writing, and science classes with a biological stress particularly in the areas of botany and zoology. Several activities in the performing arts were scheduled including instrumental and vocal instruction, modern dance, acting exercises, chorus, and preparation of a musical comedy. The creative arts were represented by courses in photography, ceramics, crafts, painting and graphics. Also included were classes in home economics and consumer economics, designed to make extensive use of the stores and agencies of the local and larger communities through almost daily field trips. A number of weekly all-school trips were planned to places of interest and relevance to the program including the Museum of Natural History, Fire Island, the Ramapo Mountains, Stratford Shakespeare Theater and New Hope, Pennsylvania (the latter replaced by a Broadway musical, Hello Dolly). It was the intent of the faculty to culminate the school's activities during the final week by establishing a Museum of Contemporary Man.

Considering that so elaborate a program was planned in a matter of days, the success with which many of the activities were conducted is remarkable. Particularly effective were the creative and performing activities. The observers found the children in attendance in these classes enthusiastic, active, and apparently learning. Though science is not generally thought of as belonging in this category, the teacher built the course around displays and animals that children could handle and activities which involved the students in plant and animal care and nurture. This type of activities approach and the teacher's ability to

relate the subject matter to the children's daily lives appear to be in large measure responsible for the general interest among the classrooms that science was the most successful of the academic offerings.

Unfortunately a number of other academic courses, particularly in the social studies, were eventually cancelled for lack of attendance. Several other courses were conducted with attendance at times as low as two or three children. The disproportionately low racial enrollment in the school was certainly one cause for this situation. However, the poor performance of some teachers must also be considered an important factor. While, as noted earlier, lack of skill and confidence can be charged against certain members of the faculty, the lack of preparing new and complex courses in a matter of days is certainly a mitigating element. To their credit, the principal and teachers constantly sought to revise the program to appeal to the interests of the children. For example, the addition of a fix-owning project to mid-term proved to be an unqualified success.

The trips involving almost the total student body and those of individual classes appear to have been quite successful. All exhibited learning as well as looking, and the Stratford outing, late in the term, provided one of the few real examples of a coordinated interdisciplinary approach to the humanities. In preparation for this trip English, social studies and science teachers offered a joint presentation in which films, filmstrips and a three-dimensional, student-assembled model of the Globe Theater were utilized to engender an understanding of the times, the people and the play. The trips also provided an opportunity to employ the particular talents of the witness-consultant, who not only explained what was happening but was able to arrange for the children to meet the cast after the play.

Given the success of this trip, it is unfortunate that the rich cultural resources of the city were not used to the extent they might have been. No opportunity was provided for the children to attend a concert of any kind or to see a contemporary non-musical play.

With few exceptions such as the above mentioned Stratford trip and a "local" meal prepared for the school under the leadership of the history and domestic science teachers, both occurring late in the term, there was little evidence of an integrated program in which all teachers worked together through their disciplines and arts to achieve an understanding and appreciation of "contemporary man." The planned for Museum of Contemporary Man was never established. Some individual teachers evidenced a conscious attempt to build their offerings around the theme, but to a large degree the teachers conducted their classes without apparent knowledge of or concern for what was occurring in other classes and without a sense of participating in a coordinated program. Considering that the establishment of an integrated program involves hours of planning which were not available, the results are not surprising.

[illegible]

[illegible] It is a new and unique educational building with many of the facilities necessary to carry on an effective educational program. The structural impediment, however, is the presence of a central core, enclosing a division of the building into five stages. It was unfortunate that, during the planning the elements of the school curriculum ingredient to a manner conducive to ease of communication and supervision, this were maintained throughout the three-storied structure. Another consideration is scheduling room assignments among the large programs occupying the facility was called for.

The teachers found the audio-visual materials and the equipment in the various laboratories and craft classrooms to be adequate and readily available through the school's grant to purchase desired additions. There was an urgent and immediate need in the role of a teacher working materials and are aware of the availability of funds for such a purpose. Here again is another example of lack of communication apparently due to inadequate time to fully orient the faculty prior to the beginning of the program.

The cafeteria was not utilized by the school though meals are available for a lunch program. It is the opinion of the observers that such a program would have been desirable and might have made the school more attractive for working parents.

[illegible]

1. Staff

An exhibition program and instructional laboratories can be fully effective only if a high caliber teaching staff is available to implement the plans. So long as security problems are given the important assignments, unique programs are limited chances for complete success. This handicap can be partially overcome with assistance and of consultants elected to the artistic-professions employed in the school this summer. These people can be hired without concern for licensing or security requirements, and they bring to the school program talents not usually found among the regular faculty. Such consultants need not be limited to the performing and creative arts. Specialists in academic areas are also most desirable. Several subjects are more effective use of which was available in the classroom are also recommended.

2. Orientation and Planning

In general a coordinated interdisciplinary program requires long lead-in planning. It is essential that the staff be reorganized early

Chapter 2:

A Close Look at the Policy Proposals

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in their deficient areas we must provide them with a program that can compete with the beaches and their friends.

3. Guidance Counselors

a. Background

Each of the 11 summer junior high schools had a guidance counselor. Data were obtained from eight. All guidance counselors in the program were qualified in their field with experience ranging from three to 20 years in counseling.

b. Views

The guidance counselors indicated that their services were available to pupils in both the remedial and enrichment courses. They reported seeing an average of 21 children per day. The counselors believed that while for the most part they did not have the information needed regarding the pupils' past record, the pupils who should have taken advantage of their services did.[2]

All the guidance counselors indicated that they worked with parents to "some extent."

All of the guidance counselors were either "very positive" (six) or "positive" (two) about the summer program which they felt afforded the students an opportunity to achieve academically and "feel better about themselves."

4. The Librarians

a. Background

Each of the summer schools had a library and a licensed librarian. Seven of the 11 librarians returned questionnaires.

b. Views

The major functions of the summer school librarians were to teach the proper use of the library to pupils, to assist in selection of books for pupils and faculty, and to circulate library materials.

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[2]The reader may remember that these numbers conflict with pupils' report of actual services offered by guidance counselors.

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In general the libraries were perceived as "adequately" equipped with books, magazines, and reference materials. The librarians estimated that an average of 75 percent of the pupils were reached by the library program this year.

This year's librarians appeared much more satisfied with the program than those in the past. The major strengths were whole classes scheduled for library sessions; the ability to work with individuals; and the ability to coordinate library work with subject area teachers.

5. Educational Assistants

Seventy-eight educational aides and nine community aides assigned to one school gave their views on the program.

The community aides were primarily assigned clerical work and patrol duty but the educational assistants spent more time in actual assistance to the classroom teacher. Both groups felt they were successful in doing the jobs required of them and both groups felt they were helping the pupils more than the teachers in their schools.

The educational assistants believed that the pupils could be helped more if there were more aides available to do individual tutoring with them. They also felt there was a need to incorporate cultural and recreational trips into the program to make the summer program more attractive to pupils.

D. FINDINGS - PUPIL BACKGROUND, VIEWS, PERFORMANCE, AND ATTENDANCE

1. Background

The typical summer junior high school pupil, in the sample schools, was 13 or 14 years old and was in the seventh or eighth grade prior to the summer session. Fifty-two percent were female, and 90 percent were black or Puerto Rican and had attended public schools in New York City last year. Forty-two percent had attended summer school prior to this year.

2. Views

Half of the pupils found regular school more interesting than summer school. Of the 36 percent who preferred summer school, half attributed it to the excellence of the teachers. Those who preferred regular school said they had more time, more diversified subjects, and more materials and supplies.

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Half too, said they received more personal help from their teachers in summer school and almost all said it was the teacher whom they believed helped them the most in summer school.

Of the 55 percent of the students who were aware of the presence of a guidance counselor, less than 20 percent actually spoke with him during the six-week summer program.

Almost all the pupils believed that summer school did help them, that they would do better in their class work in regular schools (92 percent) and that they would like their regular schools more (58 percent).

3. Reading Achievement

For the third summer in succession the data on change in reading level were strongly positive, based on pre- and posttesting during the first week of the program.

Gains were achieved by pupils in Corrective Reading in each of the summer schools studied. The mean gains ranged from .4 to 1.0 years, averaging .7. For all pupils in the four sample schools, the mean gain was .7 years.

More than 78 percent of the 313 pupils tested increased in reading grade. However, 18 percent declined and so the disturbing phenomenon of a child losing ground while attending an instructional program was still present. Further analysis of the initial reading level of those who did or did not improve indicates that for the third year, the pupils who gained entered the program with lower reading grades (5.1) than those pupils who declined (5.5).

4. Mathematics Achievement

Similar pre- and posttesting in the corrective mathematics courses showed a mean gain for all 118 pupils tested in the four schools of .6 of a year, ranging from .3 to .8 in the separate schools. One hundred and one pupils (86 percent) of the 118 pupils increased in mathematics grade levels with only 9 percent declining. Contrary to the reading results, analysis of change in mathematics by initial level showed that those who increased in grade level in mathematics entered the program at a slightly higher grade level (5.1) than those pupils who declined (4.9).

5. Pass/Fail Ratios in Credit Courses

Pupils taking credit courses in the summer program had to attend 30 instructional days in order to receive credit for the course. In

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addition, a pupil had to earn a mark of 65 percent on the uniform examination given at the end of the course. This year 70 percent of the pupils on the final register received passing grades in credit courses; that is, English (76 percent), Mathematics (64 percent), Science (72 percent), Social Studies (70 percent) and Foreign Language (68 percent). This was slightly better than the 68 percent who passed in 1966.

E. PUPIL REGISTRATION AND ATTENDANCE

Overall, in the four sample schools, between 88 and 96 percent of the pupils admitted completed the program, comparable to 1966 where for three schools the range was 76 to 90 percent.

II. THE SPECIAL PROGRAMS

A. PURPOSE

One part of the summer intermediate and junior high school program was devoted to three specialized schools; located in Manhattan, an Academy in the Creative Arts housed in Music and Art High School, an Institute in Mathematics and Science in JHS 104, and a School for the Humanities housed at I.S. 70. These three schools represented about 10 percent of the total intermediate school, junior high school population. Some of the children took courses for credit, but most were enrolled in non-credited enrichment courses.

B. EVALUATION PROCEDURES

Evaluation procedures at the three special schools varied somewhat but in all three schools consisted of a professional evaluation of the ongoing program through structured and unstructured observations of in-class instruction, and a descriptive survey of staff and pupils to elicit their reactions and perceptions. Finally, spring achievement levels were determined for a sample of students admitted to each program to estimate the range in achievement among the participants.

C. PROBLEMS COMMON TO ALL THREE SPECIAL SCHOOLS

There were four serious problems that all the special schools shared: 1. timing of the program; 2. publicity; 3. teacher recruitment and orientation; and 4. pupil recruitment and criteria for admission.

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1. Timing

The supervisory staffs and the teaching staffs at all three schools were in complete agreement that more time was needed before the start of the summer term for staff recruitment, orientation, organization, planning and publicity. They felt that the result of the late start led to problems such as staff that was not of their own choosing and not completely satisfactory, too little time for planning, inadequate orientation of staff, inadequate publicity that led to low registers, and the late arrival of materials.

2. Publicity

Publicity had serious and direct effects on the size of registers and the extent to which the programs reached the students for whom they were designed. Publicity circulars and posters went out at the end of May and early June to schools.

Supervisors questioned did not feel their program was publicized adequately. In all three schools, they stressed the need for early publicity with September mentioned as the ideal beginning at which to have principals, assistants and chairmen in the summer program talk about their schools with colleagues at citywide and district conferences.

3. Teacher Recruitment and Orientation

Recruitment of teachers for the summer program is done on a seniority basis. In the special schools it was possible to allow leeway to principals to do their own recruiting from those eligible for reassignment. All agreed that the principal and chairmen should play a greater role in staff selection than they did in the summer of 1969, for since the project got under way so late they had to accept the staff assigned rather than recruit their own.

4. Student Recruitment and Criteria for Admission

Student recruitment was another dimension of the problem cluster with timing, publicity, and registers. At all three schools the supervisory staffs reported that all students who presented themselves for admission were accepted and that no selection process took place at the summer school. This contrasted with a Board of Education memorandum to principals which indicated that pupils were to be "...selected carefully by the home schools on recommendation of teachers, guidance counselors, and principals..."

While it is laudable to accept children into summer programs, the special programs, with selected staff aimed to serve specific segments

of the pupil population should have sufficient time to advantageously exploit that population most likely to profit from that program.

3. Personnel Services

a. Characteristics of Instructional Staff

Teachers in all three schools were predominantly experienced teachers in the subject field in which they were regularly involved. At the Academy a majority of teachers and educational specialists were black whereas in the other two schools a majority or all were white.

b. Educational Assistants Services

In all three schools where educational assistants worked directly with pupils, they liked their jobs and felt they were highly used. Where they were clerks and bottle washers, they were not pleased and would not want to return. In all instances they wanted to be paid promptly.

Whatever they did, the teachers and administrators were pleased to have them with the pupils divided as to whether or not they were helpful, but agreeing that it was good to have extension young available to them.

c. Library

No strong library program characterized these schools and there is no evidence of a climate demanding one or seeing any vital potential in one. The evaluation staff believes this is one area where in a "special school" one would expect special resources and facilities contributing to the climate of inquiry and thought. This area needs planning and improvement and work with school staffs to help them appreciate what could be done with a functioning library program.

d. Guidance Services

Guidance services were appreciated more than library services but seem to have operated at the Institute and School for the Humanities as relatively independent components of the program. There is need to include the counselor in planning the program so that his professional services feed directly into the instructional program.

[illegible]

1. [illegible]

[illegible] was general satisfaction with the content of the education programme, a satisfaction the students shared. There was also good agreement in their use and the practical provision by students of flexibility in school staffing which has created potential for getting teaching standards in the participating schools to the average schools.

2. [illegible]

All [illegible] special schools had national suggestions for assessment published but too few attempts [illegible] of them. While the experiences were mixed in the approach, values the provision of the objectives is evident, it is hard to assign the additional provision.

3. [illegible]

3.1 [illegible]

The problems noted in previous years of shortages of supplies and materials seemed to have been alleviated considerably in the special schools this year. Problems that did occur were to have caused not in the first area. Educational[illegible], hardware and spirit level for materials generally available and educationalists and teachers asked the suggestions that they were appropriate.

3.2 [illegible]

Continuity of records concerned teachers with [illegible] administrations, as might be expected. There was more evidence of feedback to regular schools from the support programs than in the past, but comments on the other direction still had a long way to go to be effective.

3.3 [illegible]

In [illegible] of parent or community involvement was indicated in any of the schools. It is a serious deficit.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

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21. How would you describe the overall teacher-pupil relationships?

a.____Teacher seems to get along well with all or almost all the pupils
b.____Teacher seems to get aling well with more than half the pupils
c.____Teacher seems to get along well with more than half the pupils and shows overt distaste for some
d.____Teacher seems to get along well with about half the pupils
e.____Teacher seems to get along well with less than half the pupils
f.____Teacher seems to get along well with few or none of the pupils

22. How would you describe the teacher's overall handling of the pupil's questions?

a.____Questions were welcomed and incorporated into the lesson
b.____Questions were answered superficially
c.____Questions were ignored
d.____Not relevant Explain_____

23. How would you rate the pupil's general understanding of the teacher's spoken word?

a.____Every or almost every pupil understood fully
b.____More than half understood
c.____About half understood fully
d.____Fewer than half understood
e.____Not relevant Explain_____

24. Generally speaking how would you rate the overall quality of instruction?

a.____Outstanding
b.____Better than average
c.____Average
d.____Below average
e.____Extremely poor

25. Generally speaking, what were the most effective features of this lesson? (What impressed you the most?)

26. Generally speaking, what were the least effective features of this lesson? (What impressed you the least?)

27. On the basis of your observation what recommendation would you make for future programs of this kind?

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28. If the lesson you have seen was typical of instruction in the Summer Junior High School Program what would you do with the program in future years?

a.____Expand
b.____Retain as is
c.____Drop unless modified by:

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Code_____
(Leave Blank)

Center for Urban Education

Junior High and Intermediate Summer School Program

INDIVIDUAL LESSON OBSERVATION REPORT

NON-ENGLISH COMPONENT

Directions: **Please read each of the following questions and as a result of your observations please check the multiple choice option that best suits your opinions. For the remaining questions, answer in your own words the opinions you have formed. Thank you very much.**

School_____

Teacher's Name_____Grade Level_____

Length of Class Period_____Number of Children_____

Observer's Name_____Date_____

Length of Observation_____

Part I

1. What methods did the teacher employ in giving the lesson? (E.g., drill, word or other games, etc.)

2. How effective was she in implementing them?

   a.____Very Effective
   b.____Effective
   c.____Average Effectiveness
   d.____Ineffective
   e.____Very Ineffective

   If you answered "d" or "e" why?

3. What kinds of materials did the teacher use in the lesson?

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4. How effective was she utilizing them?

a.____Very Effective
b.____Effective
c.____Average Effectiveness
d.____Ineffective
e.____Very Ineffective

If you answered "d" or "e" why?

5. Did the teacher work with the children in a group or as individuals?

a.____Worked with the group all of the time.
b.____Worked with the group most of the time.
c.____Time about evenly split between group and individual children.
d.____Worked with individual children most of the time.
e.____Worked with individual children all of the time.

6. What was the physical organization of the classroom?

7. Was the physical arrangement of the classroom appropriate for the overall conduct of the lesson?

a.____Yes
b.____For the most part
c.____No

8. What are the reasons for your judgment?

9. How appropriate was the level of the work for most of the children in the group?

a.____Too high
b.____Appropriate
c.____Too low

10. What are the reasons for your judgment?

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11. Did the lesson appear to be well planned and well organized?

a.____Yes
b.____For the most part
c.____No

12. What are the reasons for your judgment?

13. How would you describe the level of interest displayed by the children?

a.____Most of the children interested all of the time.
b.____Most of the children interested most of the time.
c.____Most of the children interested about half of the time.
d.____Most of the children uninterested most of the time.
e.____Most of the children uninterested all of the time.

14. How typical do you think this lesson was for the non-English component?

a.____Completely typical
b.____Reasonable approximation
c.____Less than a reasonable approximation

15. What are the reasons for your judgment?

16. Do you have any other comments to make in regard to the lesson?

Part II

17. What is the first language of the children in the class? (You might want to check this with the teacher).

Language	Number of Children
a.____Spanish	
b.____Chinese	
c.____Other (specify)_____	
_____	
_____	

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18. To what extent do the children appear to be in need of the English as a Second Language Program?

a.____Number of children very much in need._____
b.____Number of children somewhat in need._____
c.____Number of children very little in need._____

19. Would you say that the right children were chosen for the program?

a.____Yes
b.____For the most part
c.____No

20. What are the reasons for your judgment?

The information for questions #21 and #22 should be obtained from the teacher.

21. Has the summer school teacher received any information from the children's home schools in regard to their work in English as a second language during the regular year?

a.____Yes
b.____In some cases
c.____No
If you answered "a" or "b" what kind of information?

22. Does the summer school teacher plan to communicate any information to the children's home schools in regard to the work they have done in English as a second language during the summer school program?

a.____Yes
b.____In some cases
c.____No
If you answered "a" or "b" what kind of information?

23. Do you have any further comments and recommendations in regard to the question of communicating information on the children's progress?

14. What are the teacher's qualifications for teaching English as a second language?

a. ____Degree and/or college courses
b. ____In-service training

15. Does she hold the TESL position during the regular year to her own area?

a. ____Yes
b. ____No

16. If yes, for how long has she held the position? _____

17. Is she planning to take the examination for the position?

a. ____Yes
b. ____No
c. ____Don't know

18. How well qualified would you judge the teacher to be in the following areas of teaching English as a second language? Check each appropriate square.

	very good	good	average	poor	very poor
1. Knowledge of methods					
2. Knowledge of materials					
3. Knowledge of children's areas of weaknesses					

19. Do you have any further comments to make in regard to the teacher's performance and qualifications?

20. What were the major strong points in the lesson?

21. What were the major weak points in the lesson?

[illegible]

[illegible]

a. [illegible]

	[illegible]	[illegible]
1. [illegible]	_____%	_____%
2. [illegible]	_____%	_____%
3. [illegible]	_____%	_____%
4. [illegible]	_____%	_____%
5. [illegible]	_____%	_____%
	_____%	_____%

b. [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]					
[illegible]					
[illegible]					
[illegible]					

[illegible]

(b) [illegible]

(i) [illegible]

(ii) [illegible]

(c) [illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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5. What courses have you taken related to the teaching of reading and mathematics?

	Types of courses	Where taken	When
Undergraduate			
Graduate			

6. How did you hear about the program?

a.____District Supervisor
b.____Principal of regular school
c.____Principal from summer school
d.____Colleague in program previously
e.____Other (please specify)

7. How many orientation sessions were scheduled before the program started?_____

8a. Of these, how many did you attend?_____

8b. If you attended, how would you rate the value of these sessions?

a.____Very beneficial
b.____Generally beneficial
c.____Somewhat beneficial
d.____Of no benefit

8c. What do you believe were the major strengths of these sessions?

8d. What do you believe were the major weaknesses of these sessions?

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9. What is your estimate of the impact the program will have upon your pupils when they return to their regular program? Please estimate in <u>percentage</u> in appropriate squares.

Areas	Compared to non-attender, pupils in <u>Remedial</u> program will: Do Better	Remain Same	Total %	Compared to non-attender, pupils in <u>Enrichment</u> program will: Do Better	Remain Same	Total %
Overall Academic Performance			100%			100%
Subjects they are studying in summer school			100%			100%
Attitude toward school			100%			100%
Attitude toward self			100%			100%
Educational Aspirations			100%			100%

10. Do you employ different teaching methods in the summer program than you do during the regular school year?

a.____Yes, in enrichment courses only.
b.____Yes, in remedial and repeating courses only.
c.____Yes, in both enrichment and remedial courses.
d.____No, in neither enrichment or remedial courses.

If yes, please explain how.

11. Were you given a curriculum guide to follow for the summer?

a.____Yes b.____No

If yes, from whom?

12. How much flexibility do you have in planning the courses you teach?

a.____No restrictions at all
b.____Some restrictions, but minor ones
c.____Some restrictions, but major ones
d.____Completely restricted.

Please explain your answer if you selected b, c, or d.

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13. How would you rate the books, materials, and supplies you have been given for your classes in terms of the four criteria below. (Please check appropriate squares)

Criterion	Very Good	Good	Fair	Poor	Very Poor
1. Availability, starting with first week					
2. Adequacy for effective learning					
3. Relevance to cultural background of pupils					
4. Appropriateness for ability level					

14. Will you send information about your pupils to their regular school?

a.____Yes b.____No

If yes, what kinds of information?

15. How adequate do you think the selection procedures for the enrichment program are?

a.____Very adequate
b.____Adequate
c.____Fairly adequate
d.____Somewhat adequate
e.____Not at all adequate
f.____Do not know how it is done

16. How adequate do you think the selection procedures for the remedial program are?

a.____Very adequate
b.____Adequate
c.____Fairly adequate
d.____Somewhat adequate
e.____Not at all adequate
f.____Do not know how it is done

How do you think they can be improved?

The Enrichment Program:

The Remedial Program:

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17. How would you rate the supportive personnel in terms of the adequacy of assistance they have given you?

	Very Adequate	Adequate	Fairly Adequate	Not Adequate	No Assistance Requested	None in School
Administrative Personnel (i.e., Teacher in charge, General Assistant)						
Guidance Counselor						
Librarian						
Subject Chairman						
School Aides						
Clerical Staff						
Other (please specify)						

18. What are the major contributions of the school aides in your school? (Check all that apply)

a.____Assisting with whole class instruction
b.____Assisting with preparation of materials
c.____Assisting with patrol duty
d.____Assisting with clerical work
e.____Other (please specify)

19. What are the major contributions of the guidance counselors? (check all that apply)

a.____Dealing with behavioral problems
b.____Dealing with emotional problems
c.____Dealing with educational areas
d.____Dealing with vocational areas
e.____Other (please specify)

20. What are the major contributions of the librarians? (check all that apply)

a.____Giving formal library lessons
b.____Giving assistance to pupils (i.e., book recommendations, resources information, etc.)
c.____Giving Assistance to teachers (i.e., book recommendations, resource information, etc.)
d.____Other (please specify)

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21. Generally speaking how would you rate the following aspects of the summer school program?

Potential Problem	No Problem	Minor Problem	Moderate Problem	Major Problem	Ways to Improve
Starting time of day					
Length of program					
Length of class period					
Attrition of students					
Attendance					

22. Generally speaking, how do you feel about the summer school program?

a.____Very enthusiastic
b.____Enthusiastic
c.____Moderately enthusiastic
d.____A little enthusiastic
e.____Not enthusiastic at all

23. Generally speaking, what are the major strengths of the program?

24. Generally speaking, what are the major weaknesses of the program?

25. What recommendations would you make for future programs of this kind?

No. [illegible]

Date _____
(Leave blank)

Center for Urban Education

Junior High and Intermediate Summer School Programs

TEACHER QUESTIONNAIRE - FORM B

Directions: The purpose of this questionnaire is to gain some insight into the workings of the Summer Junior High and Intermediate Schools. We are especially interested in your opinions and attitudes toward the programs in general as well as recommendations for future programs of this kind. This data will be used for research purposes only and will be held in the strictest confidence. You will not be identified by name or school in our reports. Thank you for your cooperation.

Name _____ Date _____

Regular School _____ Summer School _____

1. Please fill in the appropriate spaces.

Period	Assignment	Grade
1		
2		
3		

2. What licenses do you hold? (please specify)

a. ___ Common Branches
b. ___ Junior High School
c. ___ Secondary
d. ___ Early Childhood
e. ___ Other (please specify)

3. How many years of teaching experience do you have?

a. ___ less than 5 years
b. ___ 5-10 years
c. ___ 10-15 years
d. ___ 15-20 years
e. ___ More than 20 years
(please specify) _____

4. Have you ever taught in a summer school program of this kind before?

a. ___ Yes
If yes, where and in what subject areas?

b. ___ No

5. What courses have you taken related to the teaching of reading and mathematics?

	Types of courses	Where taken	Date
Undergraduate			
Graduate			

6. How did you hear about the program?

a.____District supervisor
b.____Principal of regular school
c.____Principal from summer school
d.____Colleague in program previously
e.____Other (please specify)

7. How many orientation sessions were scheduled before the program started?_____

8a. If there, how many did you attend?_____

8b. If you attended, how would you rate the value of these sessions?

a.____Very beneficial
b.____Generally beneficial
c.____Somewhat beneficial
d.____Of no benefit

9a. What do you believe were the major strengths of these sessions?

10. What do you believe were the major weaknesses of these sessions?

[illegible]

5. [illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]						
[illegible]			[illegible]			[illegible]
[illegible]			[illegible]			[illegible]
[illegible]			[illegible]			[illegible]
[illegible]			[illegible]			[illegible]

11. [illegible]

a. ____ [illegible]
b. ____ [illegible]
c. ____ [illegible]
d. ____ [illegible]

12. [illegible]

a. ____ Yes, [illegible]
b. ____ Yes, [illegible]
c. ____ Yes, [illegible]
d. ____ Yes, [illegible]
If yes, [illegible]

13. [illegible]

a. ____ Yes b. ____ No
If yes, [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
   a) [illegible]
   b) [illegible]
   c) [illegible]
   d) [illegible]

2. [illegible]
   a) [illegible]
   b) [illegible]
   c) [illegible]
   d) [illegible]

3. [illegible]
   a) [illegible]
   b) [illegible]
   c) [illegible]
   d) [illegible]

4. [illegible]

5. [illegible]
   a) [illegible]
   b) [illegible]
   c) [illegible]
   d) [illegible]

6. [illegible]
   a) [illegible]
   b) [illegible]
   c) [illegible]
   d) [illegible]

7. [illegible]
   a) [illegible]
   b) [illegible]
   c) [illegible]
   d) [illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) [illegible]

(e) [illegible]

(f) [illegible]

(g) [illegible]

[illegible]

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Center for Urban Education

Junior High and Intermediate Summer School Program

LIBRARIAN QUESTIONNAIRE

Directions: **This questionnaire consists of seventeen questions. Please read each question carefully, and if multiple choice, decide which choice best describes your opinion and check the appropriate answer. On the remaining questions, answer in your own words the opinions you have formed about the summer program as a result of your position as a school librarian. Please be assured that the information will be used for research purposes only and you will not be identified by school or name in our report. Thank you for your cooperation.**

Name_____**Date**_____

Summer School_____

Regular School_____

1. **What certifications and/or licenses do you hold? (Please list)**

   a.____Junior High School
   b.____Common Branches
   c.____Junior High Specialist (what area)
   d.____Secondary
   e.____Other (please specify)

2. **What was your most recent college work?**

   Date_____**Course**_____**College**_____

3. **How did you hear about this program?**

   a.____District Supervisor
   b.____Principal of regular school
   c.____Colleague in program previously
   d.____Principal of summer school
   e.____Board of Education materials
   f.____Other (please specify)

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4. Please describe your functions in this program. Give examples.

5. Please describe the library physical facilities at your disposal this summer.

6. How would you rate the adequacy of these facilities?

a.____Totally adequate
b.____Very adequate
c.____Moderately adequate
d.____Slightly adequate
e.____Not at all adequate

7. If you answered b, c, d, or e, what was lacking in the facilities?

8. Please describe the library materials at your disposal this summer:

9. How would you rate the adequacy of these facilities?

a.____Totally adequate
b.____Very adequate
c.____Moderately adequate
d.____Slightly adequate
e.____Not at all adequate

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10. If you answered c, d, or e, what was lacking in the materials?

11a. Were special purchases made for the summer?

a. ____Yes b.____No

If yes, what were they?

11b. Did they arrive in time?

a.____Yes, all did
b.____Yes, most did
c.____No, most did not
d.____No, none did

11c. Were any materials promised that did not come at all?

a.____No
b.____Yes

If yes, why?

12. Please estimate the percentage of pupils in this school who were reached by the library program this summer.

_____%

13. Do you find that the pupils use the library more or less during the summer than the regular school year?

a. More because_____
_____
b. _____Same
c. Less because_____
_____

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14. Generally speaking, how effective do you think the library program was?

a.____Extremely effective
b.____Effective
c.____Moderately effective
d.____Slightly effective
e.____ Ineffective

15. What were the major weaknesses of the library program?

16. What were the major strengths of the library program?

17. What recommendations would you make for the library component of future summer junior high school programs?

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Center for Urban Education

Junior High and Intermediate Summer School Programs

SCHOOL AIDES QUESTIONNAIRE

Directions: The purpose of this questionnaire is to evaluate the school aide program in your summer school. We are particularly interested in your feelings and opinions about your experiences as a school aide. Since this information will be used for research purposes, you do not have to indicate your name on this form. Thank you for your cooperation.

1. Did you have an orientation session?

   a.___Yes
   b.___No
   c.___Yes, but did not attend

2. How good did you think it was?

   a.___Very good
   b.___Good
   c.___Somewhat good
   d.___Not at all good

3. Do you have a supervisor?

   a.___Yes
   b.___No

   Who is the supervisor?

4. What job did you do in the schools?

   a.___Help in classroom
   b.___Tutor individual children
   c.___Help with decorations
   d.___Help with lunch/yard patrol
   e.___Clerical work
   f.___Other (specify)

5. How well do you think your job was appreciated by the: (please check)

	completely	very much	some	not very much	not at all
a. School					
b. Principal					
c. Teachers					
d. Pupils					
e. Other staff					

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6. How successful do you think you were?

a.____Very successful
b.____Successful
c.____Somewhat successful
d.____Unsuccessful
e.____Very unsuccessful

7. How helpful do you think you were to the pupils?

a.____Very helpful
b.____Helpful
c.____Somewhat helpful
d.____Unhelpful
e.____Very unhelpful

8. Who do you think you helped the most?

a.____Teachers
b.____Pupils

9. How much do you enjoy your job?

a.____Completely
b.____Very much
c.____Somewhat
d.____Not very much
e.____Not at all

10. What changes would you like to see in your job that would be better for you?

11. What changes would be better for the pupils?

[illegible]

[illegible]

Date_____
[illegible]

Center for Urban Education

Junior High and Intermediate Summer School Programs

PRINCIPAL INTERVIEW

Directions to Interviewer: This questionnaire consists of thirteen questions, either multiple choice or open end. Please read each of the questions to the interviewee and make sure that they answer the question that is being asked. It is especially important that their responses to the open end questions satisfy the needs of the questions. Please fill in the responses in the appropriate places, advise the interviewee that this information will be used for research purposes only and that will not be identified by name or school in any report. Thank you very much.

Name_____Date_____

Present School_____Regular School_____

1. How do you see your role and function in this program?

2. What is your actual role and function in the program?

3. Were orientation and training sessions provided for your summer staff?_____
If yes, please describe them briefly.

4. How would you rate the value of these sessions?

[illegible]

[illegible]

1. Will information about your pupils be sent to Delta regular school?

a. ___ yes b. ___ no
If yes, what kinds of information?

2. Does your school work in cooperation with any other agency (Crisis Center, Neighborhood, Agencies, etc.)?

a. ___ Yes b. ___ No
If yes, describe your cooperative efforts.

3. Have any special programs or activities been instituted or planned to increase the understanding, the cooperation, and the involvement of the parents?

a. ___ Yes b. ___ No
If yes, please list the programs and activities.

4. Are you satisfied with the registration procedures?

a. ___ Yes b. ___ No
And if you would it was to be improved?

5. In your opinion did the entire day of registration help?

6. Generally speaking, what are the major strengths of the program?

[redacted]

[illegible]

For

Date: [illegible]

[illegible]

Survey for Older Americans

Justice Fund and Intervention Against Violent Property

[illegible]

Introduction to interviewer: This questionnaire is designed to get public opinions from experts in the Empire State that will [illegible] Empire. It will [illegible] to ask respondents to rate the seriousness of [illegible] and to say which [illegible] Please read your questions carefully to yourself and then [illegible] Please ask [illegible] to clarify. Mark [illegible] to [illegible] the questionnaire [illegible] Please [illegible] Please provide [illegible] to [illegible] to any [illegible] Thank you very much.

Expert Name: _____ Company Name: _____

Interviewer: _____ Date: _____

Age: _____ Years Lived [illegible]: _____

Sex: _____ Highest Level [illegible]: _____

1. Have you ever [illegible] against violent offense?

   a. ____ Yes
   b. ____ No

2. Please: _____

   Please: _____

   What [illegible] did you [illegible]?

3. Why were you [illegible] violent crime?

   a. ____ [illegible] to [illegible] a violent [illegible]
   b. ____ [illegible] against [illegible]
   c. ____ [illegible] [illegible]
   d. ____ [illegible] [illegible] violence
   e. ____ [illegible] [illegible] [illegible]
   f. ____ [illegible] [illegible] violence [illegible]

4. What [illegible] in your life [illegible]?

[illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(i) [illegible]

(ii) [illegible]

(c) [illegible]

(i) [illegible]

(ii) [illegible]

(d) [illegible]

(i) [illegible]

(ii) [illegible]

(e) [illegible]

(i) [illegible]

(ii) [illegible]

(f) [illegible]

(i) [illegible]

(ii) [illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) [illegible]

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APPENDIX C

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